

**Randolph Township Schools
Randolph Middle School**

**RMS Bake Shoppe
8th Grade Cycle Class**

*“It could be argued that there is an element of entertainment in every pie, as every pie is inherently
a surprise by virtue of its crust!”*

Janet Clarkson

Visual and Performing Arts Department
Frank Perrone, Supervisor

Curriculum Committee
Laurie Satmaria
Stacy Wess

Curriculum Developed
July 2018

Date of Board Approval
September 4, 2018

Randolph Township Schools
Department of Visual and Performing Arts
Family and Consumer Science

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission Statement & Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6
Curriculum Unit Guide	7-21

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Randolph Middle School
Visual and Performing Arts Department**

Introduction

The RMS Bake Shoppe is designed for any Grade 8 student interested in the food industry and hospitality areas. Students will receive hands on experience in preparing a variety of baked goods, demonstrating knowledge of ingredients with the roles they play, preparation techniques, and baking equipment. Areas of study include, quick breads, yeast breads, pies, cookies, cakes, and cake decorating. Food presentation will be emphasized throughout. This course will also help to prepare students who are interested in being a part of the Randolph High School Culinary Arts program.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Curriculum Pacing Chart
RMS Bake Shoppe

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
Ongoing	I	Kitchen Essentials
4 weeks	II	Quick Breads and Yeast Breads
2 weeks	III	Cakes and Cake Decorating
2 weeks	IV	Cookies
2 weeks	V	Pies and Pastries

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Bake Shoppe
Unit I: Kitchen Essentials

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CRP1 – Act as a responsible and contributing citizen and employee.</p> <p>CRP2 – Apply appropriate academic and technical skills.</p> <p>CRP4 – Communicate clearly, effectively and with reason.</p> <p>CRP5 – Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7 – Employ valid and reliable research strategies.</p> <p>CRP8– Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 – Use technology to enhance productivity.</p> <p>CRP12 – Work productively in teams while using cultural global competence</p> <p>8.2.5- Practice standard personal hygiene and wellness procedures.</p> <p>14.4.1- Analyze conditions and practices that promote safe food handling.</p>	Preventing kitchen accidents and handling food safely are equal to quality.	<ul style="list-style-type: none"> How should food be handled safely to prevent the spread of disease or illness?
	Food preparation and culinary knowledge allows the ability to be successful in the kitchen.	<ul style="list-style-type: none"> Why do preparation skills impact the quality of kitchen production?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Safety in the kitchen area such as fire prevention and how to prevent common injuries are top priorities in any kitchen.</p> <p>Preparation skills allow the creation of a safe food product by utilizing basic sanitation methods such as work station cleanup and personal hygiene.</p> <p>Basic tools in baking include pastry blender, hand-held mixer, stand mixer, rubber scraper, and whisk.</p>	<p>Students will be able to:</p> <p>Evaluate and explain ways to prevent kitchen accidents including fire prevention, cuts, electrocution, and burns.</p> <p>Identify the causes of food borne illness.</p> <p>Demonstrate proper cleaning and maintaining of work station.</p> <p>Establish a routine of correctly washing hands using The ABC song.</p> <p>Produce recipes using a variety of kitchen tools and equipment.</p>

	<p>Discovering and interpreting recipes for baked goods from start to finish is accomplished by utilizing a variety of sources such as the internet.</p> <p>Appropriately measuring measure both liquid, solid, and dry ingredients include the use of liquid measuring cups, dry measuring cups, and measuring spoons.</p> <p>The baking industry uses common terminology such as cream, cut-in, fold, and whisk.</p> <p>VOCABULARY: Whisk, hand-held mixer, stand mixer, pastry blender, rubber scraper, liquid measure cup, dry measure cup, measuring spoons, flour types (all purpose, cake, bread, specialty), leavening agent, types of fats (butter, margarine, lard, oil), cream, cut-in, foodborne illness (E. Coli, and salmonella), fire triangle, and PASS acronym.</p>	<p>Select and interpret a recipe by locating a recipe in a cook book or by internet search, and preparing a market order.</p> <p>Execute recipe by following the directions to create the desired finished product.</p> <p>Demonstrate proper measuring methods of dry, solid, and liquid ingredients utilizing the appropriate tool.</p> <p>Articulate culinary terminology during preparation of recipes such as knowing the difference between cream and cut-in.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Researching and creating a collaborative presentation on one of six safety and sanitation topics. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will participate in a discussion about possible hazards in the kitchen. Students will identify 3 or more key points from shared student presentations. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
UNIT I: Kitchen Essentials

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
Ongoing	Internet Research Safety and Sanitation Kitchen Equipment Skills for Preparation Ingredients and Their Purposes	Larson Duyff, Roberta. <i>Food, Nutrition, and Wellness</i> . Chicago, Glencoe, 2010. Safari Montage Kitchen Fundamentals Common Tools and Terms I Chapters 1 and 2 Hands-on resources such as empty fire extinguisher, fire blanket, Glo germ powder, and black light.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
Unit II: Quick Breads and Yeast Breads

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CRP1 – Act as a responsible and contributing citizen and employee.</p> <p>CRP2 – Apply appropriate academic and technical skills.</p> <p>CRP4 – Communicate clearly, effectively and with reason.</p> <p>CRP6 – Demonstrate creativity and innovation.</p> <p>CRP7 – Employ valid and reliable research strategies.</p> <p>CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12 – Work productively in teams while using cultural global competence.</p> <p>8.2.5- Practice standard personal hygiene and wellness procedures.</p> <p>9.5.3- Prepare food for presentation and assessment.</p>	<p>Yeast breads and quick breads play different roles within the baking industry.</p>	<ul style="list-style-type: none"> • Why is the difference between a yeast bread and quick bread so important? • How are the leavening agents in yeast breads and quick breads different?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>The differences in the types of quick breads such as pour batter, drop batter, soft dough and stiff dough vary based on the recipe.</p> <p>Leavening agents being used in quick bread (baking powder, baking soda, and steam) vary depending on the desired results of the product such as density and texture.</p> <p>Yeast is a micro-organism that is used in dough recipes such as dinner rolls, cinnamon rolls, and pizza.</p>	<p>Students will be able to:</p> <p>Differentiate between the various quick breads such as crepes, waffles, and pancakes and prepare a recipe demonstrating knowledge of the quick bread recipe of choice.</p> <p>Produce a quick bread recipe using a leavening agent.</p> <p>Explain why a pastry chef would choose to use a yeast bread over a quick bread.</p> <p>Produce a bread recipe using yeast to make it rise.</p>

	<p>Fermentation of yeast is necessary to make breads rise because it produces carbon dioxide.</p> <p>VOCABULARY: punching down, yeast, kneading, gluten development, dough, pour batters, drop batters, soft dough, stiff dough, stirring method, creaming method, shortening or biscuit method.</p>	<p>Identify the correlation between heat, sugar, salt and liquid as they apply to the activation of yeast.</p> <p>Prepare a basic yeast dough recipe using one of four shapes.</p> <p>Prepare a yeast dough recipe of choice such as monkey bread.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Preparing at least two successful quick bread recipes. • Producing at least two successful yeast dough recipes. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will participate in preparing two quick bread recipes, one prepared and one researched. • Students will explore a banana bread lab to learn about extracts. • Students will participate in hands on experimentation of yeast bread. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
UNIT II: Quick Breads and Yeast Breads

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 weeks	<p>Types of Quick Breads</p> <p>Banana Bread Lab discovering the types of extracts and how they affect the finished product.</p> <p>Yeast Bread</p>	<p><i>Baking at Home with The Culinary Institute of America</i>, September 27, 2004.</p> <p>Better Home and Gardens Cookbooks</p> <p>Betty Crocker Cook Books</p> <p>How to Make Bread Rise with Science https://www.youtube.com/watch?v=tSNvmr41RSQ</p> <p>The History of Bread-The Chemistry of Baking Soda and Yeast https://www.youtube.com/watch?v=qylxpwNhFYI</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
Unit III: Cakes and Cake Decorating

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Ingredients in a cake have a specific function and proper proportion that yields a tasteful product.	<ul style="list-style-type: none"> Why would the artistic representation of a cake be more important than the taste?
CRP2 – Apply appropriate academic and technical skills.	Cake decorating is an extension of the visual arts. It adds the finishing touch that makes a cake special.	<ul style="list-style-type: none"> How might a chef's personal style influence a cake that he or she designs?
CRP4 – Communicate clearly, effectively and with reason.	KNOWLEDGE	SKILLS
CRP6 – Demonstrate creativity and innovation.		
CRP7 – Employ valid and reliable research strategies.	<p>Students will know:</p> <p>Varieties of cakes including cupcakes, layer cakes, and pound cakes can be created using ingredients that might be on hand such as flour, sugar, and eggs.</p> <p>Frosting and glazes add the finishing touches to cake baking.</p> <p>Basic cake decorating includes using a pastry bag and various decorator tips such as a star tip.</p> <p>Additional methods of cake decorating include fondant, melted sugar, chocolate molding and other methods of making cakes aesthetically pleasing and meaningful.</p>	<p>Students will be able to:</p> <p>Develop a plan for the creation of a cake</p> <p>Create a cake recipe from scratch.</p> <p>Prepare a glaze or frosting recipe to complete baked goods</p> <p>Produce a cake successfully with frosting or glaze.</p> <p>Compare and contrast the different ways to decorate a cake.</p> <p>Choose a method of decoration for a cake project.</p>
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP12 – Work productively in teams while using cultural global competence.		
8.2.5- Practice standard personal hygiene and wellness procedures.		
9.5.3- Prepare food for presentation and assessment.		

	<p>VOCABULARY: Cake varieties (chiffon, pound, angel, etc.), fondant, frosting, icing, ganache, pastry bag, decorating tips, meringue powder, modeling chocolate, sugar work, cake leveler, and types of baking pans.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a recipe for and preparing a cake of choice. • Demonstrating cake decorating techniques used to prepare an occasion-specific cake during the “Cup Cake Wars Challenge” or similar event. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will observe cake productions to illustrate various forms and batter types. • Students will create a varied selection of cakes based on student interest and overall goals. • Students will participate in a collaborative event such as but not limited to “Cupcake Wars”. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
UNIT III: Cakes and Cake Decorating

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Types of cakes and their preparation Cake decorating and cake surface manipulations	Wilton 2014 Baking and Decorating Trends https://www.youtube.com/watch?v=O4yS6Haqvqw&index=10&list=PLAvUDXGBBtk_qc4xq4AZ1wdG3t0jSpSQq Cupcake Wars https://www.foodnetwork.com/shows/cupcake-wars/episodes

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
Unit IV: Cookies

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Cookies are a well-loved dessert staple that spans the decades.	<ul style="list-style-type: none"> • How have cookies evolved over time?
CRP2 – Apply appropriate academic and technical skills.	Careful attention to mixing methods and baking temperatures produce a quality cookie.	<ul style="list-style-type: none"> • How does the type of leavening agent determine the overall effect of the cookie?
CRP4 – Communicate clearly, effectively and with reason.		
CRP6 – Demonstrate creativity and innovation.	KNOWLEDGE	SKILLS
CRP7 – Employ valid and reliable research strategies.		
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.	<p>Students will know:</p> <p>Cookies are split into six different classifications including bar, drop, molded, refrigerated, pressed, and rolled.</p> <p>Cookies are made from a basic dough recipe and are classified by their mixing method and final shape.</p> <p>Cookies are a type of quick bread that uses a chemical leavening agent to rise.</p> <p>Staggering and rotating cookies is necessary to ensure even baking.</p>	<p>Students will be able to:</p> <p>Identify, prepare, and store one of the six cookie types that will be presented in a cookie exchange.</p> <p>Employ a variety of mixing methods and shaping techniques to prepare cookies in each classification.</p> <p>Indicate the key components needed to produce of a successful cookie.</p> <p>Determine how cookies should be placed in the oven for even baking.</p>
CRP12 – Work productively in teams while using cultural global competence.		
8.2.5- Practice standard personal hygiene and wellness procedures.		
9.5.3- Prepare food for presentation and assessment.		

	VOCABULARY: cookie classifications, creaming methods, rich dough, shaping methods	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Preparing a basic chocolate chip cookie recipe that they will then redesign to make their own. • Participating in cookie exchange. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will observe cookie ingredient variations and methods along with instructor demonstration. • Students will prepare market order for necessary ingredients. • Students will participate in a class Cookie Exchange by preparing a recipe for one of the cookie classifications to share with peers. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
UNIT IV: Cookies

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Cookie Classifications and Varieties Cookie Presentation Techniques Cookie Exchange Activity	Cookie Exchange Food Network Episodes https://www.foodnetwork.com/search/cookie-exchange- Chocolate Chippers Recipe https://www.cooks.com/recipe/r38s65en/chocolate-chippers.html https://www.allrecipes.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
Unit V– Pies

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Pies and pastries can be used for any part of the meal and are not limited to dessert.	<ul style="list-style-type: none"> How can pie be part of a healthy diet?
CRP2 – Apply appropriate academic and technical skills.	Using and measuring the correct ingredients produces tender flaky pastries.	<ul style="list-style-type: none"> How can too much liquid or too much flour effect a pie crust?
CRP4 – Communicate clearly, effectively and with reason.		
CRP6 – Demonstrate creativity and innovation.	KNOWLEDGE	SKILLS
CRP7 – Employ valid and reliable research strategies.	<p>Students will know:</p> <p>Pie dough has a variety of uses including creating crusts for dessert style pies as well as savory pies that can be used as a main course, appetizer or side dish item.</p> <p>Pies can be both savory or sweet.</p> <p>Using healthy ingredients such as fresh fruit and less sugar make pies a nutritional dish.</p> <p>VOCABULARY: Shortening, lard, butter, rolling pin, pie plate, rolling mat, fluting, crimping, and basket weave.</p>	<p>Students will be able to:</p> <p>Prepare a pie crust using one of three methods, single, double, or basket weave.</p> <p>Debate using shortening versus butter in a pie crust.</p> <p>Differentiate flavors and classify them as savory or sweet.</p> <p>Adjust a pie recipe to make health conscious choices.</p>
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP12 – Work productively in teams while using cultural global competence.		
8.2.5- Practice standard personal hygiene and wellness procedures.		
9.5.3- Prepare food for presentation and assessment.		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Formulating and preparing their own mini hand-held pie.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will observe demonstrations of a variety of preparation methods for pie crust.
- Students will participate in class discussion on different types of pies both sweet and savory.
- Students will observe a video on techniques for successful pie crust.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Bake Shoppe
UNIT V – Pies

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Pies and Fillings	Perfect Flake Pie Crust Recipe https://www.youtube.com/watch?v=XHUwGaJD2pw Homemade Poptarts, by Jenna Stafford-Bigger Bolder Baking- https://www.youtube.com/watch?v=n00_QUNdNLI