

Unit 3 Yeast Breads

Content Area: **Practical Arts**
Course(s): **Foods and Nutrition II**
Time Period: **Marking Period 1**
Length: **2-3 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1 Yeast breads. Definition of yeast. Types of yeast. Types of flours used in yeast breads. Nutritional content of yeast breads. Steps in preparing yeast breads.	1	2-3
Unit 2 Activating yeast. Factors determining the activation of the yeast. Factors determining how the dough will rise.	1	2-3
Unit 3 Yeast Breads: Soft pretzels, pizza, white bread, whole grain breads, hoska, foccaccio, and sticky buns, other sweet breads. Nutritional value of yeast breads. Methods of preparation and storage. Recipes.	1	2-3
Unit 4 Differences between using yeast and other leavening agents. Gasses produced. Definition of yeast as compared to baking powder and baking soda. Effect on the gluten in the flour on the dough's ability to rise and stay risen. Best flours for preparing yeast dough products. Worst flours to use in yeast dough products.	2	2-3
Unit 5 The Science of Yeast. - Yeast experiments - Balloon and bottle-Fermentation of Yeast and sugar, Gluten experiments, bread mold experiments, is yeast alive, yeast respiration measuring experiments	2	2-3
Unit 6 Gluten intolerance -Yesterday, Today and tomorrow. Signs of Gluten Intolerance, Causes and Symptoms, Non-celiac gluten sensitivity, Gluten related disorders. An immune reaction to eating a protein in wheat, barley and rye, triggering a response in your small intestine. A gluten intolerance diet.	2	2-3

Unit Overview

- Types of yeast
- Types of Flour

Gluten-Protein

Gluten Intolerance

Gluten Free Flours

- Nutritional content of yeast breads
- 8 steps to making yeast breads

Enduring Understandings

- Yeast
- Activation of Yeast
- The Science of Yeast
- Obesity & related health issues are becoming an increasing problem in America today.
- Healthy standards of eating & exercising to maintain an ideal weight should be established early in life to prevent disease.
- To eat in a healthy manner, one must understand the fundamental principles of nutrition & food purchase, preparation & storage techniques
- Gluten intolerance - celiac and non-celiac

Essential Questions

- Yeast Breads: How do I prepare these foods in a healthy manner? How do I buy/store these types of foods?

New Jersey Student Learning Standards (No CCS)

- Click on the header above.
- When the editing box opens up (looks like MS Word), then click on the "standards" tab at the top next to the "Editor" tab.
- When this opens, click on the plus sign in the Green circle (top left) next to the words "associate standard".
- Select the appropriate section from the list on the left such as "NJ Student Learning Standards", then click on the subject area from the list on the right. From here, you can click on the standards to add them.

FAM.9-12.1.1.1	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
FAM.9-12.1.1.2	Analyze the effects of social, economic, and technological change on work and family dynamics.
FAM.9-12.1.2.3	Apply communication skills in school, community and workplace settings.
FAM.9-12.1.2.4	Demonstrate teamwork skills in school, community and workplace settings.
FAM.9-12.2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
FAM.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FAM.9-12.2.2.2	Summarize environmental trends and issues affecting families and future generations.
FAM.9-12.2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

Amistad Integration

Discussion of the cuisine of the south in America.

Foods and preparations of Southern slaves.

Sources of foods available to the slaves that influenced their daily and family meals.

Spices and herbs used by the slaves of the South.

Specific recipes handed down today that are a direct result of the conditions of the early slaves of our country.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

Foods of the German culture in the 1940's.

Foods of the Jews of Germany, Poland, Hungary, Russia, during World War II.

Interdisciplinary Connections

Science- The Science of breadmaking. The Science of Yeast. Chemistry of preparing bread products.

FAM.9-12.2.1	Demonstrate management of individual and family resources such as food, clothing,
--------------	-----------------------------------------------------------------------------------

	shelter, health care, recreation, transportation, time, and human capital.
FAM.9-12.2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.
FAM.9-12.2.1.2	Analyze how individuals and families make choices to satisfy needs and wants.
FAM.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FAM.9-12.2.1.5	Apply consumer skills to decisions about housing, utilities, and furnishings.
FAM.9-12.2.2	Analyze the relationship of the environment to family and consumer resources.
FAM.9-12.2.2.1	Analyze individual and family responsibility in relation to the environmental trends and issues.
FAM.9-12.2.2.2	Summarize environmental trends and issues affecting families and future generations.
FAM.9-12.2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
FAM.9-12.2.2.4	Explain government regulations for conserving natural resources.
FAM.9-12.2.3	Analyze policies that support consumer rights and responsibilities.
FAM.9-12.2.3.3	Analyze skills used in seeking information to consumer rights.
FAM.9-12.2.4.1	Summarize types of technology that affect family and consumer decision-making.
FAM.9-12.2.4.2	Analyze how media and technological advances affect family and consumer decisions.
FAM.9-12.2.4.3	Assess the use of technology and its effect on quality of life.
FAM.9-12.2.5.2	Analyze individual and family roles in the economic system.
FAM.9-12.2.5.3	Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
FAM.9-12.2.5.4	Analyze practices that allow families to maintain economic self-sufficiency.

Technology Standards

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

21st Century Themes/Careers

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Instructional Strategies:

- **Large group instruction**
- **Partner learning**
- **Laboratory Experience**

Learning Activities

- **Activating yeast**
- **Kneading dough**
- **Use of a yeast thermometer**
- **Cooking labs**

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Worksheets

Summative Assessment

- Lab Evaluations
- Unit test

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (unit test)

Alternate Assessments

- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

Resources & Technology

- Food for Today (sixth edition) by Helen Kowtaluk, Glencoe
- Videos:
- Assorted websites for recipes

BOE Approved Texts

[BOE Approved Texts](#)

Closure

Such as:

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions

- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

