Unit 3: Quick Breads - Update 2024

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Class periods**
Status: **Published**

Brief Summary of Unit

In the quick bread unit, students will learn to make pour batters, drop batters and soft doughs utilizing the muffin method and the biscuit method. Possible foods labs will include, pancakes, muffins and biscuits. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

P.7	Making decisions
P.10	Using technology tools responsibly

Standards

The identified standards foster interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task,

purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- • How can a pancake, muffin and biscuit, all having similar ingredients, be such different products?
- • What is the difference between a yeast bread and a quick bread?
- • What key words and processes will help identify the batter and method utilized in a recipe?
- • What is a leavening agent and what is it's purpose?

Essential Understandings

- • all three forms of quick breads have similar ingredients but the proportions of those ingredients will determine the consistency of the dough.
- • quick breads use baking soda or baking powder and an acidic ingredient to create carbon dioxide to make the bread product rise.
- • there are three types of quick breads and two methods utilized when preparing quick breads.

Students Will Know

- • how to apply the scientific concept of acids and bases to the making of quick breads.
- • how to read a quick bread recipe to determine the batter and the method.
- • kitchen equipment commonly used to make quick breads.
- • three types of quick bread products and how to prepare them.
- • two methods used to make quick breads.

Students Will Be Skilled At

- • identifying quick bread recipes appropriate for their skill level and needs

- making at least three different types of quick bread products.
- utilizing two different quick bread methods to produce quick breads.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Students will be able to evaluate the nutritional value of quick breads using the Dietary Guidelines and leader nutrition information.
- Students will complete a written test; they will be assessed on their content knowledge with quizzes and homework assignments in addition to participating in the lab.
- Students will practice kitchen safety actions, dry and liquid measuring techniques and recipe reading skills.
- Students will prepare pour batter, drop batter and soft batter quick breads using the appropriate mix method.
- Students will search the internet for a quick bread recipe, prepare it at home and have another family member critique their work.

Learning Plan

- Lead discussion with students regarding answers to the essential questions to ascertain their ideas about and experiences with preparing quick breads.
- Pre-assess students to determine existing knowledge regarding quick breads.
- Provide worksheets, homework, quizzes and tests when appropriate to provide additional reinforcement and gauge student understanding.
- Teacher demonstration of and facilitation of foods labs for each quick bread batter will prepare students for and support participation in the foods labs.
- Teacher lead discussion and lecture regarding quick breads will support and enhance existing knowledge.
- Through worksheets, class discussions, videos and activities students will become familiar with vocabulary and processes of making quick breads.

Materials

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and

intervention materials that support student learners at all levels in the school and home environments

- Ingredients and measuring utensils required for specific quick bread recipes
- Lab Questions on Google CLassroom
- Nutritional values / Dietary Guidelines
- Vocabulary and relevant preparation information for pour batters products, drop batter products and soft dough products
- Worksheets, videos, homework assignments, quizzes and tests to promote/assess understanding of vocabulary associated with and the processes of making quick breads.
- Grade 7 Science Curriculum for reference

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing