Unit 4: Yeast Breads - Updated 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 Yeast Bread unit, students learn that bread uses carbon dioxide to make it rise. Students will apply their knowledge of yeast as related to cell respiration acquired within the 7th grade science curriculum to produce carbon dioxide. 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.

Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

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 are baking soda and baking powder used to produce carbon dioxide, a gas that is required to make bread products rise?
- How can fungus be a helpful component in a recipe?
- What connections can be made between the concept of cellular respiration learned in 7th Grade Science and the bread making process learned in 8th Grade Family and Consumer Science?
- Why does making yeast breads take longer than making quick breads?

Essential Understandings

- similar ingredients are used in both yeast breads and quick breads.
- yeast breads take much longer to make than quick breads because yeast is used as leavening and needs time to develop.
- yeast is used to create carbon dioxide gas to make dough rise through cellular respiration.

Students Will Know

- how to construct a basic yeast dough.
- the difference between a savory and a sweet yeast dough.
- the time required for the yeast bread process.
- vocabulary necessary to understand a yeast bread recipe.
- yeast is a unicellular fungi and will create gas when fed through cellular respiration/fermentation.

Students Will Be Skilled At

- demonstrating how different types of yeast make their bread products rise.
- finding a yeast bread recipe appropriate for their skill level and needs.
- making at least two different types of yeast bread products.

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 their 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, measure dry and liquid measuring techniques and recipe reading skills.
- Students will prepare a savory and a sweet yeast bread product.
- Students will reflect on each foods lab incorporating appropriate yeast bread vocabulary and relevant preparation information.

Learning Plan

- Assignment of worksheets, homework, quizzes and tests can provide various means of assessment as appropriate.
- Facilitate foods labs to support student independent practice in preparing a savory and sweet yeast dough.
- Teacher demonstration of preparing and making a yeast bread basic recipe will facilitate student ability to duplicate this task in lab groups.
- Teacher lead discussion and lecture regarding yeast breads will promote student understanding

of vocabulary associated with and the processes of making Yeast Breads.

- Through worksheets, text book activities, class discussions, videos and activities students will become familiar with vocabulary and processes of making yeast 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 recipes
- Lab questions on Google Classroom
- Nutritional values / Dietary Guidelines
- Worksheets, videos, homework assignments, quizzes and tests to promote/assess understanding of vocabulary associated with and the processes of making Yeast Breads.
- Yeast bread vocabulary and relevant preparation information
- Grade 7 Science curriculum for reference

Suggested Strategies for Modifications

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