Unit 05: Bread

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

Brief Summary of Unit

In this unit, students will understand the difference between quick breads and yeast breads. They will prepare recipes to understand how together, these ingredients affect the appearance, texture, flavor, and nutrition of breads. Students will explore the different types of quick breads including: biscuits, muffins, popovers, cream puffs, pancakes, and waffles. 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.

Reviewed Summer 2026

Standards

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 a variety of foods.

Standards for Mathematical Practice (2023)

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

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

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

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

Essential Questions

- How can bread fit into a healthy diet?
- How does an understanding of the difference between pour batter, drop batter, and dough impact a final result?

Students Will Know

- how to blend ingredients properly when preparing homemade bread.
- how to store bread and baking ingredients for freshness.
- key terms: baking soda, baking powder, pour batter, drop batter, dough, gluten, shortening, leavening agent, quick bread, yeast bread, knead.
- the differences between quick breads, yeast breads, and flat breads.

Students Will Be Skilled At

- identifying quick bread recipes appropriate for their skill level and needs
- making three different types of quick bread products
- understanding the purpose of kneading and how to knead properly
- 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 evaluated by the teacher through observation of performance.
- • complete a self evaluation rubric of performance.
- • complete the unit quiz: quick breads.
- actively and meaningfully participate in performance tasks
- compare the steps necessary to mix quick bread ingredients using the biscuit method to using the muffing method of mixing
- complete the muffin experiment and record conclusions.
- meaningfully complete research and/or writing tasks such as: o Many store-bought types of bread and other food products use additives to preserve their freshness. You are food shopping for your family, what are the pros and cons of buying these products?
- meaningfully participate in guided question and answer sessions, group and individual discussions
- participate in related labs
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts

Learning Plan

- • Initiate interest in this unit by asking students to brainstorm and make a list of breads.
- • Preview the essential questions and connect to learning throughout the unit.
- Access biscuit method demo video on allrecipes.com.
- Administer Quiz: quick breads.
- Engage students in the Muffin Experiment: Prepare two batches of muffins, one by mixing muffin batter just until the flour is moistened and the other by mixing the batter until it has a smooth consistency. Bake both batches. Compare your results in appearance, texture, and flavor.
- Facilitate Quick Breads: Lab #1: Muffin Method/ Batter. Give each lab group a basic muffin recipe as a guide for creating a dozen made-from-scratch muffins using the muffin method of mixing. Allow each lab group to add one or more ingredients from a list of stir-ins in order to create their own variation of the standard muffin recipe.
- Facilitate Quick Breads: Lab #2: Biscuit Method/ Soft Dough. Have lab groups prepare rolled biscuits in

order to practice the biscuit method of mixing quick breads.

- Prepare lab activity /facilitate student discussion: mix together 1 Tbsp. flour with 1 tsp water. Work the dough with your fingers for about 30 seconds. (This is gluten). Describe how the texture of the flour has changed. If you mix in more water it would become a batter. Continue mixing, noting the change in consistency of the dough. How do the properties of gluten affect the preparation of bread products?
- Present quick bread power point, review information and discuss as a class.

Materials

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

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

- Interactive use of SmartBoard
- Software programs
- Topic related videos or DVDs
- Virtual Field Trips
- Web sites
- Necessary kitchen equipment
- Necessary recipes and ingredients

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing