Unit 03: Patisserie

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will discover the function of various ingredients and how they affect the finished product. Specifically, students will understand how to develop a tender "crumb," a well-developed crust, or a very light texture. Additionally, students will learn the six basic functions of ingredients and the techniques of measuring. 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.

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 of variety of foods.

Area of Study 9.0 Food Science, Dietetics, and Nutrition dietary plans.

9.7.7 Analyze the impact of food presentation methods and techniques on nutrient value, safety and sanitation, and consumer appeal of food and product

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.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food

	groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

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

Essential Questions

- Why are flour and eggs considered strengtheners?
- Why is it important for a baker to know the protein content of different types of flour?
- What are the six basic functions of ingredients?
- What are the techniques of measuring?

Essential Understandings

Students will understand that:

- there are special techniques to preparing pastry.
- pastry dough should be handled as little as possible.
- there are various types of fat that can be used when preparing pastry that create various quality pastries.
- baking is a science that depends on exact measurements and the proper handling of ingredients and tools in order to ensure that consistent, quality standards are met

Students Will Know

- key terms: lattice, flaky dough, mealy dough, dust, fluting, baking blind, modified starch, pie shell, docking.
- the five different types of pie filling.

- why thickening agents are needed in fruit and savory pies.
- the main ingredients used in pastry and there functions.
- how to prevent a crust from becoming soggy on the bottom.
- the six basic functions of ingredients
- the techniques of measuring

Students Will Be Skilled At

- making homemade pie dough and fillings
- knowing how the different types of fat effect the taste and texture of pastry
- idenifying the ingredients and their functions in pastry
- the techniques of measuring

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:

- meaningfully address the essential questions and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- demonstrate an understanding of the purpose of the unit lesson(s) by explaining key terms and concepts and actively and meaningfully participating in performance tasks
- role play filling various baking requests such as (but not limited to): You have been asked to make four pies as the dessert for a large holiday meal for your family. Variety is important, since everyone has use a different tastes; therefore, students will identify the four types of pie they would make and explain their choices.
- work with their lab groups to prepare pie(s).
- collaborate to develop a class prepared rubric: Class selected judges taste pies and critique results using the rubric.
- troubleshoot how to evaluate baking methods such as (but not limited to): If ten cherry pies all have dry crusts that are too dark after all being baked according to formula, what could have happened and how could it have been prevented?
- role play/and/or complete writing prompt such as (but not limited to): Imagine that you are compiling a food reference book and you are working on the pie section. Research one type of pie and then use the information you find to write up a reference-style entry on that type of pie.
- complete the Pastry assessment / unit test.
- be evaluated by the teacher through observation of performance.

- complete a self evaluation rubric of performance.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Begin class discussion, what is your favorite type of pie? Brainstorm different types of pies that the students have eaten, both savory and sweet.
- Have students complete Pastry Study Guide by reading Culinary Essentials. Review using Pastry power point.
- Provide demonstration: pie crust preparation, rolling pie dough, and making decorative crusts, such as lattice crust or fluting.
- Facilitate lab #1: Pastry experiment. Each group will make pastry with a different type of fat. Compare and contrast the final products. Which has the lightest, flakiest texture? Which is most tender? Which has the most flavors? What is the difference nutritionally?
- Assign Crumb Crusts. Have students use Internet resources to find pie recipes using crumb crusts. Have them discuss the different combinations of crust flavors and fillings. Which seem appealing? Which do not? If any students have tasted a particular combination, invite them to offer their reactions.
- Facilitate lab #2: Fruit pies (blueberry, apple, cherry, peach, etc.).
- Invite teachers and administrators to be taste testers. Have taste testers complete student-prepared rubric to evaluate pie results.
- Facilitate lab #3: Cream pies (coconut cream pie, toffee chiffon pie, peanut butter pie, etc).
- Review for unit test.
- Facilitate lab #4: Puff pastry and phyllo dough.
- Administer Unit Assessment: Pastry.

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

- necessary kitchen and cooking equipment
- necessary recipes and ingredients
- Worksheet: Pie Details – Fact or Fiction
- Culinary Essentials Reference Book
- Pastry assessment / unit test

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Gd3UapxEvLYyvM9hKBJcRbGFO__UeO7ix4DEC9zLruI/edit?usp=sharing