Unit 04: Let Them Eat Cake

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will prepare various types of cakes and frostings, and plan and decorate a theme cake. 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.

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

- What is the difference in cooking methods when making breads, cakes and cookies?
- How do the ingredients influence the texture / structure of the cake?
- What are the roles of precise measurement, acuracy and baking equipment in providing professional quality products?

Essential Understandings

Students will understand that:

- various frostings are used for different purposes.
- the nutritional information for the different types of cakes varies greatly.
- various ingredients perform different functions in the cake.
- different kinds of cakes are mixed and baked in distinctive ways. Mixing techniques, ingredient amounts and baking times are all developed to work together with scientific precision.

Students Will Know

- key terms: springform pan, shortened cake, unshortened cake, sponge cake, foam cake, chiffon cake, conventional method, decorator frosting, butter cream frosting, fondant.
- how to mix, prepare, bake and ice cakes.
- the difference between the conventional method and the one-bowl method for mixing a shortened cake.
- decorating techniques for cakes and know how to use a variety of special tools.
- the difference between shortened and unshortened cakes.

Students Will Be Skilled At

- baking various types of cakes
- knowing the functions of the different ingredients
- making different types of frostings
- decorating a cake using the various techniques and tips: star, round, shell, rose, and dot.

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), and be able to explain the key terms and concepts.
- actively and meaningfully participate in performance tasks. Suggested tasks include (but are not limited to): 1. Provide students with a cake recipe to review the steps for mixing a cake and identify the kitchen tools and equipment needed, 2-create a brochure about cakes for special diets, 3-research cakes that meet special diet needs, such as low-fat, low-sugar, or gluten free diets and log both nutritional information and recipes, 4-decorate a mini cake that includes cake decorating techniques.
- complete the cake and cake decorating unit assessment
- 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.
- Encourage intrigue and promote discussion with a display including: a pound of sugar, a pound of flour, a pound of butter and a pound of eggs. Encourage student thought and active participation by posing questions such as: "What can I make with these ingredients?"
- Instruct students in utilizing a Graphic Organizer to develop and complete a KWL chart to write down three things already known about bakeshop ingredients and three things they are curious to learn. As discussed, students should be encouraged to log what is learned.
- Present information on Preparing Cakes and Types of Cakes
- Facilitate lab #1: Basic cakes (devil food cake, basic yellow cake, basic chocolate cake, white cake supreme).
- Facilitate lab #2: Specialty cakes (apple chiffon cake, angel food cake, carrot cake, chocolate roll cake, Baked Alaska).
- Engage students in suggested tasks (including but not limited to: 1- Creating a brochure about cakes for special diets, 2-Researching cakes that meet special diet needs, such as low-fat, low-sugar, or gluten free diets, 4-Create a visual for specific cakes that include both nutritional information and recipes.
- Demonstrate parts of cake decorating including: icing the cake, filling a pastry bag, star tip, and round tip.
- Demonstrate each technique to use the following cake decorating tips: star, round, rose, shell and dot (Teacher demonstrates one technique at a time, followed by student practice).
- Facilitate lab #3: Students will prepare decorator frosting and have individual cake decorating practice. Practice technique will follow teacher demonstration: star, round, rose, shell and dot.

- Administer unit assessment: Cakes and cake decorating.
- Facilitate lab #4. Individual cake decorating. Students will select a theme, plan a cake, prepare and decorate the cake.
- Engage students in peer evaluation

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

- *cake PowerPoint*
- cake study guide
- worksheets: Preparing Cakes and Types of Cakes
- Video: Easy as 1-2-3
- necessary kitchen and cooking 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