Unit 7: Bakery and Catering

Content Area: **Art**
Course(s):
Time Period: **MP4**
Length: **10 days**
Status: **Published**

Targeted Standards

9.4.12.CI	Creativity and Innovation
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Rationale

High-volume baking and off-premise catering represent two of the most logistically rigorous and financially demanding sectors of the foodservice industry. Unlike à la minute line cooking, baking requires strict scientific precision, baker's percentages, scaling accuracy, and controlled fermentation. Catering operations require event proposal development, equipment logistics, transport food safety, BEO (Banquet Event Order) execution, and labor management. Third-year culinary students must step into the roles of Pastry Chef and Catering Director—executing bulk bakery production while organizing, costing, and running a catered banquet event from contract to service.

Essential Questions

Content Specific	Skills Specific
• How does baker's percentage allow pastry chefs to scale bulk baked goods without compromising chemical balance or dough structure? • What critical operational parameters differentiate high-volume catering logistically and financially from traditional restaurant line	• How does a Catering Manager write and utilize a Banquet Event Order (BEO) to synchronize back-of-house production with front-of-house service? • How can an event leader ensure food safety, temperature integrity, and visual presentation standards during transport and off-site

service?	service?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Content or Skill for this Unit: Commercial bakery scaling • BEO management • catering logistics • bulk event safety • buffet design	• Entremetier batch cooking from Unit 6 • station timing • cost per portion formulas • ServSafe sanitation protocols

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

- NJSLS Mathematics — High School (N-Q.A.1, A-REI.A.1):
    - Connection: Working with proportions and percentages in Baker's Math ($Flour = 100\%$), converting weight units (ounces, grams, pounds) for high-yield multiplication, and calculating overall catering event profit margins.
- NJSLS English Language Arts — Technical Reading & Writing (NJSLSA.R7, NJSLSA.W2):
    - Connection: Reading and interpreting technical BEO documents, drafting professional client

catering proposals, and composing detailed equipment pack-out checklists.

- NJSLS Science / Chemistry & Biology (HS-PS1-2, HS-LS1-6):
    - Connection: Biochemistry of yeast fermentation ($C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2$), gluten matrix formation via mechanical mixing and hydration, thermal death time of pathogens, and heat retention dynamics in insulated containers.

2.1.12.PGD	Personal Growth and Development
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
PS1.A	Structure and Properties of Matter
N.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
S.MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.2.12.N	Nutrition
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.3.12.PS	Personal Safety
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HS-LS1	From Molecules to Organisms: Structures and Processes
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.