

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Baking Essentials

**Course Number:** 00771

**Course Prerequisites:** none

**Course Description:** 00771 Baking Essentials is a class designed to give a broad overview of the essential process and techniques in baking. Students will spend one semester investigating the science behind baking, the skills needed to bake, and the processes necessary to complete a quality baked product. Kitchen safety and sanitation and uses of bakeware will also be addressed. Students will learn to create food products in the areas of cake and cookie baking and decorating, pie making, working with grains, yeast, and quick breads, and muffin methods. The course will require a final exam. It is recommended that no more than five students per kitchen be placed in the class to maintain a safe environment.

**Suggested Grade Level:** Grades 11-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

**GPA Type:** ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society  
☐ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

**State Course Code:** 16056

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** FOOD FOR TODAY  
**Publisher:** McGraw-Hill Companies, Inc.  
**ISBN #:** 978-0-02-139994-9  
**Copyright Date:** 2016  
**WCSD Board Approval Date:** 6/27/2022

**Supplemental Materials:** teacher school provided

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### Curriculum Document

WCSD Board Approval: 6/27/2022

Date Finalized: 6/5/2018

Date Approved: 6/27/2022

Implementation Year: 2022-2023

### SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

### SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

#### Marking Period 1

Discover Self-Concept  
Their uniqueness  
Types of fibers  
How fabric is constructed  
Fabric finishes and their implications  
Process of washing and storing clothes  
Clothing repair  
Small sewing equipment and their uses  
Basic parts of the sewing machine  
Using the sewing machine to complete a basic sewing project  
What is the purpose of clothing?  
Influences on clothing- trends, advertising, necessity  
The five basic needs that are fulfilled by clothing: protection, status, modesty, identification, adornment.  
Clothing satisfies certain physical, psychological, and social needs  
The various influences on personal clothing choices.

#### Marking Period 2

Foodborne illnesses and how they spread  
Keeping food clean  
Storing food  
Preventing the five common safety hazards  
Description of kitchen utensils and their usages  
What is included in a recipe and how to use a recipe  
Kitchen conversion chart  
The measuring processes  
History of government prescribed dietary guidelines  
Using grains, vegetables, fruits, proteins, and dairy in daily meal planning  
Using My Plate to better your food choices  
Choosing the right portion based on the Nutrition Facts label  
Nutrition in each of the four food groups  
How to prepare foods from each of the four food groups

### Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
The students will compare and contrast their unique personalities and interests to relate to self-concept	11.4.A 11.4.B 11.4.C 13.1.8.B	MP1

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
	13.1.8.F	
The students will discover differences and similarities in each other, which contribute to making them unique	11.4.A 11.4.B 11.4.C 13.1.8.B 13.1.8.F	MP1
Distinguish between the features of natural and manufactured fibers.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Identify common fiber characteristics.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Compare the different methods of making fabric.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Analyze the importance of fabric finishes.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Investigate the process of caring for and properly storing clothes.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Differentiate between the various laundering and pressing methods.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Demonstrate simple clothing repairs.	13.1.11.A 13.4.11.B 13.3.11.E	MP1
Identify small sewing equipment and their usage.	13.3.11.E	MP1
Demonstrate basic sewing machine skills.	13.3.11.E	MP1
Describe the basic functions of clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Explain personal influences on clothing choices.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Compare the influences of family and friends on clothing choices.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Evaluate the medias impact on clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Explain how societal changes influence clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Utilizing a sewing machine.  <ul style="list-style-type: none"> <li>• threading a needle.</li> <li>• sewing by hand.</li> <li>• reading and using a pattern.</li> <li>• utilizing various types of stitching.</li> <li>• cleaning, pressing, and finishing textile, apparel, and fashion products.</li> <li>• producing and altering textile products and apparel.</li> </ul>	11.1.F 11.2.E 11.2.H 7.G.5 7.NS.1 7.RP.1 13.1.8.A 13.1.8.F 13.1.8.H 13.3.8.A RST.6-8.3 RST.6-8.4 RST.6-8.7	MP1
Describe the causes, effects, and treatment of foodborne illness.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Explain proper kitchen sanitation.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Discuss how to protect food from cross-contamination.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Identify proper food storage procedures.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Explain how to keep food out of the temperature danger zone.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Identify common kitchen hazards.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Explain how to handle kitchen emergencies.	11.2.A.3 11.2.A.5 11.2.A.6 11.3.B 11.3.D	MP2
Classify kitchen appliance and equipment and their intended purpose.	11.1.C 11.2.A 11.2.A.3 11.2.A.4 11.2.A.5 11.2.A.6 11.2.E 11.2.H 11.3.B 11.3.E 11.3.F 11.3.G	MP2
Identify the seven parts of a recipe.	11.1.C 11.2.A	MP2

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
	11.2.A.3 11.2.A.4 11.2.A.5 11.2.A.6 11.2.E 11.2.H 11.3.B. 11.3.E 11.3.F 11.3.G	
Compare basic kitchen conversions.	11.1.C 11.2.A 11.2.A.3 11.2.A.4 11.2.A.5 11.2.A.6 11.2.E 11.2.H 11.3.B. 11.3.E 11.3.F 11.3.G	MP2
Demonstrate appropriate measurement skills.	11.1.C 11.2.A 11.2.A.3 11.2.A.4 11.2.A.5 11.2.A.6 11.2.E 11.2.H 11.3.B. 11.3.E 11.3.F 11.3.G	MP2
Identify the key ideas in government nutrition guidelines.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2
Summarize how to use government recommended dietary guidelines.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2
Demonstrate using the Nutrition Facts label on different types of foods.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2
Describe the five food groups.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2
Explain why each of the food groups is good for your health.	11.2.A.2 11.2.A.5	MP2

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	
Demonstrate how to prepare foods from each of the four food groups.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2
Investigate how to incorporate each of the four food groups into daily meal planning.	11.2.A.2 11.2.A.5 11.2.A.6 11.3.A 11.3.C 11.3.D 11.3.E	MP2

## **ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios