

Course Title: Baking & Pastry I & II

Instructor: Chef Pat Philbin

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Class Information: The course meets Monday thru Friday, both BP I and BP II meet in the morning and is located at the Central campus. Students receive 20 credits

1. Course Description

The program is designed to prepare students for a career in the baking and pastry profession, either immediately after high school or after completing additional specialized training in this field. Students begin with basics such as safety, sanitation and then add knife skills, workspace organization and the care and use of professional equipment and materials. They will practice their skills in the operation of an on-site restaurant in addition to a “made-to-order” bakery service and special projects. The skills learned and practiced will include menu planning and costing, ordering, customer service, general small business management which includes critical thinking and problem solving skills. Additionally, students will be assigned industry related readings, professional writing and public speaking.

Membership and participation in SkillsUSA, a professional student organization, as well as statewide competitions and community service events are a vital component of the Baking & Pastry program. These experiences make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success.

2. Instructional Philosophy

Students will be expected to meet all the course goals listed below and be able to demonstrate their understanding of underlying concepts. The instruction will be a combination of laboratory and application based, as well as lecture and demonstration. Students may work in teams or as individuals to complete several projects that enable them to learn how to work independently to plan, construct, and trouble shoot various situations.

In addition to the development of workplace skills, academic skills are reinforced. The application of mathematics, science and language arts are needed for every kind and level of training and occupation in the food service industry. It is the goal of the baking & pastry program to make students aware of the job market and to gain as much knowledge of their chosen vocational field as possible. The Baking & Pastry curriculum is designed to be an activity-based experience that provides students with opportunities to apply themselves in a professional manner in food service, to apply creative problem-solving techniques to various activities and to develop an understanding and appreciation of the hospitality industry as a whole.

Students’ assessment will be based on group work, independent completion of project journals, project presentations, written reports, tests of students’ knowledge, and demonstration of important skills.

If necessary, students will be given more than one opportunity to complete assignments to meet course standards, but all students will complete course requirements at a minimum of 76%.

3. Course Goals

Students will learn how to:

- Incorporate basic job related skills and information needed for entry into the broad career field.
- Have a positive and healthy attitude toward work including good work habits and safety consciousness.
- Practice workplace literacy skills that deal with the ability to work alone and with others in a reasonable and appropriate manner.
- Have the ability to work in an orderly and progressive manner in order to complete a given task.
- Have an appreciation of pride in one's work and the development of self-confidence as well as initiative.
- Practice communication skills that include the ability to listen, comprehend and to be understood by others.
- Have a working knowledge of the employment opportunities to be found immediately upon graduation as well as those available after further technical training.
- Use the knowledge of proper procedures obtained for securing and holding a job in the chosen career field.
- Demonstrate the understanding of basic safety and sanitation skills, and complete a safety pledge.
- Possess an understanding of basic gardening practices and adopt a "*farm to table philosophy*" of sourcing food products.
- Understand how science relates and reacts to food.
- Appreciate and understand the role a food service professional plays in the local community.
- Make the student aware of the broad possibilities that are available to them in the baking & pastry field.
- Demonstrate proficiencies in the areas of cakes, breads, cookies and pastries.

4. Major Course Projects

The student will be expected to:

- Read an industry related book per marking period and complete corresponding project
- Complete weekly math and literacy assignments
- Contribute three (3) recipes toward our program cookbook complete in literacy content, scaled in proportionate measurements and item cost for sales accuracy using the prescribed purchasing information and food costing formulas
- Participate in cooperative learning groups on a daily basis to actively support the production and ongoing execution of our culinary restaurant
- Actively participate in the progression of the culinary garden, from nurturing seedlings to planting to maintaining fresh fruits and vegetables
- Craft a personal resume complete with cover letter by completing the online resume course as directed

- Complete two applications for scholarships in related fields of study (for seniors)
- Have second year students and program completers take the ServSafe Sanitation Certification national exam AND HACCP certification courses

5. Instructional Delivery Plan

Introduction to Baking & Pastry: The instructor introduces the class to the vast world and broad opportunities that await them in the field of baking & pastry. There is a group discussion about less than obvious career opportunities such as food editing, food styling and photography and architecture and design. The teacher distributes the course syllabus and a list of the projects that will be completed throughout the year. As a support mechanism the instructor continues to keep students on pace with reminders throughout the school year. The teacher discusses, demonstrates, and outlines safety procedures in laboratory activities, use of tools and safe food handling procedures. The instructor outlines class operational procedures, including projects to be completed by the individual student and those designed for group participation. Group projects are designed to allow each student to complete each step and learn all the academic and technical information for that step. The instructor articulates the programs mission statement to the students and clarifies its importance to achieving success in the program and in the industry. The evaluation and grading system is introduced at the beginning of the course to advise students of the standards they will be expected to meet to pass the course and achieve better grades.

Class Operation: The instructor provides the direction and leadership skills necessary for the student to engage in the learning process and actively participate in the cooperative learning experience. In class assemblies, the teacher lectures and demonstrates particular concepts. The teacher provides parameters for student performance with as many options as feasible. The instructor will incorporate the use of industry related books, current technology and support staff in the areas of math, science and language arts in order to achieve student success. Guest speakers will be incorporated into the curriculum to provide the student with a broadening view of the profession and insight into career possibilities as well as post-secondary training options.

Monitoring, evaluating, and grading performance: Students are expected to use acquired concepts in math, science and language arts in all phases of their culinary education. Students are assessed on a weekly (daily) basis as to their ability to demonstrate proficiencies in all areas of instruction. The teacher conducts class discussions to emphasize key points, check student knowledge, and prevent gaps in overall progress. The evaluation system, which is used to measure qualitative as well as quantitative aspects of student performance, is clearly stated under the instructional philosophy heading of the syllabus.

6. Assessment Plan

Grades for the course will be based on the following levels of performance:

GRADE	PERFORMANCE
A	<p>Independent Learner</p> <p>Did research, designed and planned; applied academic Skills; evaluated work and made adjustments; did quality work; Needed little help from the teacher; sought and found resources independently; demonstrated knowledge with a grade of 92 or higher; produced a quality portfolio</p>
B	<p>Semi-Independent Learner</p> <p>Did research; designed and planned; needed some help from the teacher; did quality work with a few flaws; needed feedback from the teacher to realize work did not meet standards; redid work to meet standards; demonstrated knowledge with a grade of 85 or higher; produced a better than average portfolio</p>
C	<p>Dependent Learner</p> <p>Needed help to research, design and plan or had to be given a plan; relied a great deal on the teacher; had to be given procedures for performing tasks; required significant help to produce a quality product; needed help to evaluate a final product; final product still did not meet standards; demonstrated knowledge with a grade of 76 or higher; produced an average Portfolio</p>
I	<p>Did not complete projects; if projects were completed they were of such low quality that they did not pass; failure to document procedures; did not show criteria for determining quality; scored less than 68 on knowledge tests; produced a poor portfolio or none at all. Has been given designated time frame and support/ resources to complete missing work and lab time in order to reach a passing grade.</p>
F	<p>Failure</p> <p>Did not complete projects; if projects were completed they were of such low quality that they did not pass; failure to document procedures; did not show criteria for determining quality; scored less than 68 on knowledge tests; produced a poor portfolio or none at all</p>

Student Evaluation

Students will be evaluated as follows:

<u>Evaluation Criteria</u>	<u>Method of Evaluation</u>	<u>Percent</u>
Daily class/Lab	- Preparedness = uniform, complete & Clean; notebooks, pocket notepad, Textbook, writing implement	50%
Field/Academic Related Assignments	- college visits will be considered an assignment and will require the student To turn in a note from a college rep., completed worksheet, and present information about college to class - All program related academic assignments: reading, interpreting & discussing related materials such as books as well as text; industry related math; work in the culinary gardens; dining room instruction including course work & certification exams; & other industry related course work	35%
Quizzes/Tests	- There will be at least one content/theory quiz AND At least one vocabulary quiz per marking period; - ALL STUDENTS MUST PASS the safety & sanitation Exam with a score of 100% BEFORE they will be allowed to work in the culinary kitchen - All students will be required to pass with a minimum Score of 76%: Industry related math test; a mid-term and final exam (seniors and non-returning students will be required to complete the NOCTI exam at end of year)	15%