

**Hospitality & Tourism Career Cluster**  
**Baking and Pastry I**  
**Course Number – 20.53610**

**Course Description:**

As the second course in the Baking and Pastry Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Baking and Pastry I is to provide students a more in-depth study of baking and pastry arts. Areas of study include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and methods used in creating breads, pastries, cookies, and other desserts. The fundamentals of dough and basic decorating skills are covered. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Course Standard 1**

**HOSP-BPI-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell phone and Internet Etiquette	Communicating At Work	Listening
Interacting with You Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening strategies
Interacting with Co-Workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

**1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

**1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding The Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Affective Résumés:	Traits Employees are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies For Customer Service			Landing an Internship
				Staying Motivated to Search

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**1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Preserving		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

**1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.**

<b>Expected Work Traits</b>	<b>Teamwork</b>	<b>Time Management</b>
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination

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Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

**1.6 Present a professional image through appearance, behavior and language.**

<b>On-the-Job Etiquette</b>	<b>Person-to-Person Etiquette</b>	<b>Communication Etiquette</b>	<b>Presenting Yourself</b>
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress		Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Culture Etiquette			
Working in a Cubicle			

## Course Standard 2

### HOSP-BPI-2

#### Examine the history and careers of the baking and pastry industry.

- 2.1 List a variety of positions available in the baking and pastry field (examples: Executive Pastry Chef, Head Baker, Baker, Chocolatier, Cake Decorator, Bakery Merchandising, Food Stylist).
- 2.2 Describe history and traditions in baking and pastry industry (examples: ancient Egyptian, Greek, and Middle-eastern discoveries of techniques and United States early colonization).

## Course Standard 3

### HOSP-BPI-3

#### Examine and apply the principles of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certificate.

- 3.1 Identify the characteristics of potentially hazardous foods, applying preventive techniques towards different at-risk populations.
- 3.2 Demonstrate preventive personal behavior measures that could contaminate food including proper hand washing.
- 3.3 Identify and categorize microorganisms related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
- 3.4 Identify and describe methods to prevent biological, chemical and physical contaminants and methods to prevent contamination of food and differentiate between food-borne intoxication, infections and toxin-mediated infections.
- 3.6 Identify common allergens and major food-borne illnesses, including associated symptoms, and methods of prevention.
- 3.7 Demonstrate proper receiving and storage of both raw and prepared foods, including identification of appropriate storage temperatures for perishable and semi-perishable foods.
- 3.8 Demonstrate food handling, preparation and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal or fish, including sources of other potentially hazardous food products.
- 3.9 Identify the factors that affect the growth of food-borne pathogens (FAT TOM), and explain how time and temperature guidelines can reduce growth of microorganisms.
- 3.10 Examine current types and proper uses of cleaning materials and sanitizers and demonstrate procedures for cleaning and sanitizing utensils, equipment, and facilities.
- 3.11 Demonstrate waste disposal and recycling methods and describe appropriate measures for insect, rodent, and pest control.
- 3.12 Demonstrate maintenance of necessary records to document time and temperature control, employee health, equipment maintenance, and other food preparation and storage.
- 3.13 Describe food security and identify differences between food safety and food security.
- 3.14 Demonstrate basic safety practices such as lifting and carrying, including basic first aid.
- 3.15 Demonstrate the principles of Hazard Analysis and Critical Control Points (HACCP), relating to the flow of food through the foodservice operation.
- 3.16 Identify the history, purpose and requirements of Occupational Safety and Health Administration (OSHA) relating to food-service operations and emphasize the use of equipment, such as meat slicers and mandolins and age restrictions of employees.
- 3.17 Demonstrate the proper use, care, and cleaning of commercial foodservice equipment and facilities.
- 3.18 Validate student's knowledge and understanding of the food safety and sanitation principles by administering to the student a nationally recognized food safety certification assessment such as ServSafe Manager Certification. (Students who do not successfully pass the ServSafe or equivalent national exam must pass an academically challenging and rigorous "in-house" exam similar to the national assessments).

## Course Standard 4

### HOSP-BPI-4

#### Acquire and demonstrate fundamental safety skills and proper use of professional baking equipment.

- 4.1 Acquire and apply basic knowledge of using and maintaining professional baking equipment.

- 4.2 Demonstrate proper procedures for operating, cleaning, and maintaining baking and pastry equipment. Examples could include dough mixer, dough proofer, balance scales, bread slicer, convection ovens, laminator, sheeters floor mixers, refrigerators and freezers, small bakeware and molds, pastry bags, turntables, etc.
- 4.3 Show how to properly store pastry supplies in reach-in and walk-in refrigerators, and walk-in freezers.
- 4.4 Demonstrate the proper use of the various measuring, scoring and pastry tools such as brushes, rolling pins, cutters, presses, whisks, scales, scoops, measuring cups and spoons to weigh, measure, and portion.
- 4.5 Demonstrate an understanding of the rules, legal and safety (OSHA) issues regarding the use of commercial baking and pastry equipment.

## Course Standard 5

### HOSP-BPI-5

#### **Examine and demonstrate proper techniques related to the production of various types of breads.**

- 5.1 Demonstrate proper procedures for scaling bread recipes.
- 5.2 Describe operation of professional kitchen equipment specific to breads to include commercial mixers, proofers, deck, and convection ovens.
- 5.3 Prepare non-yeast baked goods including biscuits, quick breads, and muffins using recipes converted to metric measurements.
- 5.4 Apply the proper principles of baking to create basic yeast breads.
- 5.5 Demonstrate the different effects of varying flour, hydration, mix time and production considerations bread scoring.
- 5.6 Identify enriched dough techniques and products.

## Course Standard 6

### HOSP-BPI-6

#### **Examine and demonstrate proper techniques related to the production of various types of pastries.**

- 6.1 Produce cookies and bars.
- 6.2 Describe laminated dough techniques and produce basic pastries.
- 6.3 Demonstrate the making of choux dough and different finished products.
- 6.4 Demonstrate proper mixing methods for various pastries and desserts.
- 6.5 Define basic French terminology for pastries and techniques.

## Course Standard 7

### HOSP-BPI-7

#### **Examine and demonstrate proper techniques related to cakes, icings and fillings.**

- 7.1 Demonstrate classic cakes (examples: Butter cakes, pound cake, sponge cake, angel food cake, chiffon cake, genoise cake, flourless cake).
- 7.2 Demonstrate proper icings: glace icing, royal icing, fondant icing, buttercream icing, and frosting .
- 7.3 Demonstrate proper production of classic fillings (examples include: buttercream, whipped cream, puddings, pastry cream, custards, ganache, fruit, curd, and mousse).

## Course Standard 8

### HOSP-BPI-8

#### **Identify and apply terms and functions of ingredients in proper baking techniques in relation to food production.**

- 8.1 Define basic baking terms.
- 8.2 Identify, describe, and list the functions of ingredients used in baking.
- 8.3 Convert baking recipes to metric measurements.
- 8.4 Demonstrate the proper use of baker's formula in recipe development and production of products.
- 8.5 Plan and execute large production products.

8.6 Demonstrate proper costing associated with a retail product.

## Course Standard 9

### HOSP-BPI-9

#### **Examine and demonstrate front of the house procedures for a bake shop.**

- 9.1 Demonstrate professional telephone etiquette when talking with customers.
- 9.2 Demonstrate professional order-taking.
- 9.3 Explain the steps to taking an order for a customer during consultations for large events.
- 9.4 Explain profitable pricing for tiered and custom cakes, and individual bakery items for wholesale and retail.
- 9.5 Design packaging for a variety of pastries, breads, and cakes.
- 9.6 Demonstrate professionalism when serving customers through proper food handling and customer service.
- 9.7 Demonstrate proper use of a Point-of-Sale system including credit card, cash, check, and contactless payments.
- 9.8 Demonstrate proper cleaning of displays and front of house equipment.
- 9.9 Explain basic marketing techniques to increase sales and demonstrate a pastry display.

## Course Standard 10

### HOSP-BPI-10

#### **Explore basic business operations as it relates to menu development for a bake shop.**

- 10.1 Identify menu requirements for various diets such as food allergies, vegan, gluten free, and/or sugar free,
- 10.2 Analyze various pastry menus and identify standard menu layout and design concepts.
- 10.3 Create and design a menu that follows established truth-in-menu guidelines,
- 10.4 Write a catering menu using descriptive selling terminology.

## Course Standard 11

### HOSP-BPI-11

#### **Examine how related student organizations are integral parts of career and technology education courses through leadership development, school, community service projects, and competitive events.**

- 11.1 Explain the purpose, mission, objectives, motto, colors, official dress, and other distinguishing characteristics of Family, Career and Community Leaders of America (FCCLA).
- 11.2 Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth, and development.
- 11.3. Explore the impact and opportunities FCCLA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 11.4 Explore the local, state, and national opportunities available to students through participation in FCCLA education in a positive working relationship through innovative leadership and career development programs.