



Beatrice Findeisen

### In the Bake Shop -Culinary Arts (Year 5)

### IB MYP Culinary Arts (Year 5)

**Design: Design**

**Duration**

**6** weeks **45** hours

**Start Date**

**W1**  
Oct

**First Term**  
(Aug 2017 - Dec 2017)



### Inquiry: Establishing the purpose of the unit

#### Key concept



**Development**

#### Related concept(s)



**Design**

Collaboration

#### Global context



**Personal and cultural expression**

• Artistry, craft, creation, beauty

#### Statement of inquiry

“ Collaboration speeds development in artistry and beauty. ”

#### Inquiry questions



**Factual**

What is a leavening agent? What leavening agent is used in yeast bread? What are the common measurement equivalents? What makes icing stiff vs. soft?



**Conceptual**

How does collaboration speed development?



**Debatable**





To what extent does collaboration speed development for artistry and beauty?

#### Evidence of Understanding



Collaboration speeds developments in artistry and beauty when making icing.

### Summative assessment

Assessment Criteria				Tasks in all classes	QR
<b>A</b> <input type="checkbox"/> Inquiring and analysing 	<b>B</b> <input checked="" type="checkbox"/> Developing ideas 	<b>C</b> <input type="checkbox"/> Creating the solution 	<b>D</b> <input type="checkbox"/> Evaluating 	Relationship between summative assessment task(s) and statement of inquiry: Collaboration speeds developments in artistry and beauty when making icing.	

Class mean of Assessed Criteria

### Objectives

- B** Developing ideas
  - iii. present the chosen design and justify its selection

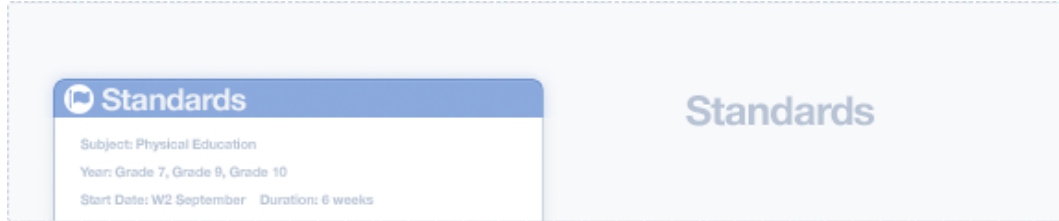
### Approaches to learning (ATL)

<b>II Collaboration skills</b> <i>Working effectively with others</i> <ul style="list-style-type: none"> <li>Build consensus</li> </ul>	<b>Learning Experiences</b> Create the 'perfect' frosting for decorative cupcakes.
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**Action: Teaching and learning through inquiry**

**Standards**



**Knowledge & Skills**

- (5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:
  - (A) apply effective practices for managing time and energy; and
  - (B) analyze various steps in the decision-making process.
 The student is expected to:
  - (A) identify and demonstrate the role of mise en place in the professional food service setting;
  - (B) identify and use large and small equipment in a commercial kitchen;
  - (C) develop and practice food production and presentation techniques
- (F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts

**Service**

**Action:** We will make cookies and/or cupcakes for a student club and/or administration for different occasions.

**Learner Profile**

**Inquirers:** The students will work together to make the 'perfect' frosting.

**Learning process**

**Formative Assessment**

**QR**



## Learning process

## Formative Assessment

## QR

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 17.1, Intro to Baking, pg. 566-582, note taking skills in an outline form

### **Breads:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 17.2, Yeast Dough, pg. 583 - 591; graphic organizer- process of making yeast bread, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 17.3, Breads, Rolls, and Pastries, pg. 592-603, process essay, bread rolls food lab, pizza food lab, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets, short assessments

### **Quick Bread:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 18.1, Muffins and Quick Breads, pg. 605-610, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets, quick bread food lab

### **Biscuits:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 18.2, Biscuits and Scones, pg. 605-610, Cornell notes, make scones, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets

### **Custards:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 19.1, Custards, Mousses and Frozen Desserts, pg. 631-339, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets, custard food lab

### **Cookies and Cakes:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 19.2, Cookies and Cakes, pg. 640-659, make drop cookies, make bar cookies, make formed cookies, bake a cake and frost it, bake cupcakes and 'perfect' a frosting recipe; videos on chocolate chip cookies, Cornell notes on baking cookies; 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets

### **Pies:**

Intro to Culinary Arts book, Unit 4 Breads and Desserts, Chapter 19.3, Pies, Tarts, Pastries, and Fruit Desserts, pg. 660-673, make pie crust, bake a fruit pie, cream filling and/or custard filling pies, bake a quiche, practice different toppings: lattice, Streusel or crumbs, fresh fruit and meringue or whipped cream, practice blind baking,



Learning process

Formative Assessment

QR

practice decorative edges, 'Reviewing Concepts' and 'Critical Thinking' at the end of the unit, note taking worksheets

Differentiation

Describe how you will differentiate teaching & learning for this unit?

Students will have a word wall with pictures; receive copies on the notes; I will walk around to assess and determine who may need some additional help; group collaborating will be closely monitored; give more time when required, group them according to needs; breakdown the instructions to their level; peer teaching; Spanish dictionary available, snap and read, co-writer; adhere to IEP

Resources

Summary index

Journal 0 Website 0 Video 8 File 0 Photos 0 Books 0



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Video

Added by Beatrice Findeisen on June 08, 2018

Content



Make Your Own: Pepperoni Pizza

Video

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The Trick to a Perfectly Baked P...

Video

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The Science Behind the Perfect C...

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Buttercream Icing Recipe / How t...

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making drop cookies chocolate ch...

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Homemade Bread - SUPER Easy and ...

Video

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Summary



youtube bread making - Google Se...

Video

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Content

**Reflection: Considering the planning, process and impact of the inquiry**

**Post Reflections & Evaluation**

