

## Colorado CTE Course – Scope and Sequence

Course Name	<b>Baking &amp; Pastry Arts</b>	Course Details Course = 1.0 Carnegie Unit	One Year - 120 Contact Hours
Course Description	<p>This year-long Baking and Pastry Arts course introduces students to the fundamental techniques, creativity, and precision involved in the art of baking and pastry creation. Designed for high school students with an interest in culinary arts, this hands-on course covers everything from basic baking skills to advanced pastry techniques.</p> <p>Throughout the year, students will explore the science behind baking, learn to prepare a variety of baked goods such as breads, cakes, cookies, and pastries, and develop an understanding of ingredients, equipment, and safety practices. Emphasis will be placed on learning proper mixing, measuring, and baking methods while honing artistic presentation skills for pastries and desserts.</p> <p>Key topics include:</p> <ul style="list-style-type: none"> <li>● Introduction to baking and pastry tools and techniques</li> <li>● Mastering basic doughs, batters, and icings</li> <li>● Preparation of artisan breads, cakes, cookies, tarts, and pies</li> <li>● Decorating and finishing pastries with finesse</li> <li>● Understanding flavor profiles and ingredient substitutions</li> <li>● Baking as a business: basic cost calculations and customer service</li> </ul> <p>Students will be expected to work both individually and in teams, building critical problem-solving and collaboration skills. By the end of the course, students will have gained the expertise and confidence to produce a wide range of delicious and visually appealing baked goods, while also having the opportunity to showcase their creations in a final class baking showcase. Whether pursuing a career in the culinary field or simply enhancing baking skills for personal enjoyment, students will leave this class with a deep appreciation for the art of baking and pastry</p>		
Note:	<p>This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. <b>If locally adapted, make sure all essential knowledge and skills are covered.</b></p>		
SCED Identification #	<p>Schedule calculation based on 145 class periods. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.</p>		
<p>All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> National Administrators for Family and Consumer Sciences website at <a href="#">LEAD FCS NATIONAL STANDARDS</a></p>			

LEADFCS 8.0: Food Production and Service National Administrators for Family and Consumer Sciences website at [LEAD FCS NATIONAL STANDARDS](#)

Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Unit 1: Employment Opportunities, Employability Skills and Workplace Competencies					
		8.1 Analyze career paths within the food production and food services industries.	8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers. 8.1.2 - Analyze opportunities for employment and entrepreneurial endeavors. 8.1.3 - Summarize education and training requirements and opportunities for career paths in food production and services. 8.1.4 - Analyze the correlation between food production and services occupations and local, state, national, and global economies.	<ul style="list-style-type: none"> <li>● Identify Career Paths in Food Service</li> <li>● Restaurants</li> <li>● Hotels/ Banquets</li> <li>● Bakeries</li> <li>● Research and Development</li> <li>● Catering</li> </ul>	FCCLA Star Event - Career Investigation
Unit 2: Safety and Sanitation					
	20 class periods	8.2 Demonstrate food safety and sanitation procedures	8.2.1 - Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.2 - Employ food service management safety/sanitation program procedures, including CPR and first aid. 8.2.3 - Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness. 8.2.4- Use the Hazard Analysis	<ul style="list-style-type: none"> <li>● Identify workplace safety guidelines and equipment.</li> <li>● Explain fire safety measures.</li> <li>● Describe first aid measures for burns, wounds, and choking.</li> <li>● Describe the sources of direct contamination and cross-contamination.</li> <li>● Identify biological, chemical, and physical hazards</li> <li>● Explain how to respond to an outbreakSet up and maintain a safe, sanitary kitchen workspace.</li> </ul>	

			<p>Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.</p>	<ul style="list-style-type: none"> <li>● Identify risk factors for foodborne illness.</li> <li>● Monitor and Practice kitchen safety procedures.</li> <li>● Handle equipment safely and correctly</li> </ul>	
			8.2.5 - Practice standard personal hygiene and wellness procedures.		
			8.2.6 - Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.		
			8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.		
			8.2.8 - Analyze current types of cleaning and sanitizing materials for proper use.		
			8.2.9 - Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.		
			8.2.10 - Demonstrate safe and environmentally responsible waste disposal and recycling methods.		
			8.2.11 - Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and		

			presentation.	
Unit 3: Equipment and Technology				
15 class periods	8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	8.3.1 - Operate tools and equipment following safety procedures and OSHA requirements.	<ul style="list-style-type: none"> <li>● Small Equipment <ul style="list-style-type: none"> <li>■ Knives</li> <li>■ Hand Tools</li> <li>■ Cookware</li> </ul> </li> <li>● Large Equipment</li> <li>● Preparation Equipment</li> <li>● Cooking Equipment</li> <li>● Storage Equipment</li> <li>● Equipment Use, Sanitation &amp; Maintenance</li> <li>● Identify workstations and work sections</li> <li>● Explain role of mise en place</li> <li>● Identify Storage Equipment</li> <li>● Identify food preparation equipment</li> <li>● Identify cooking equipment</li> <li>● Identify cleaning equipment</li> <li>● Properly identify tools and equipment</li> <li>● Use equipment in a safe and responsible manner</li> <li>● Store and care for equipment properly</li> <li>● Handle equipment safely and correctly</li> </ul>	
		8.3.2 - Maintain tools and equipment following safety procedures and OSHA requirements.		
		8.3.3 - Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.		
		8.3.4 - Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.		
		8.3.5 - Demonstrate procedures for safe and secure storage of equipment and tools.		
		8.3.6 - Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.		
Unit 4: Food Costs and Kitchen Mathematics				
	8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	8.4.1 - Use computer based menu systems to develop and modify menus.	<ul style="list-style-type: none"> <li>● Reading a Recipe</li> <li>● Measuring Skills</li> <li>● Budget Preparation</li> <li>● Perform Calculations for Costing</li> </ul>	
		8.4.2 - Apply menu-planning principles to develop and modify menus.		

			8.4.3 - Analyze food, equipment, and supplies needed for menu production.		
			8.4.4 - Develop a variety of menu layouts, themes, and design styles.		
			8.4.5 - Prepare requisitions for food, equipment, and supplies to meet production requirements.		
			8.4.6 - Record performance of menu items to analyze sales and determine menu revisions.		
			8.4.7 - Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.		
Unit 5: Baking Techniques & Food Preparation					
A. Yeast Breads and Rolls B. Quick Breads C. Desserts D. Sugar, Candies and Petit Fours (Introducing Advanced Baking Techniques)	15 class periods	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	<ul style="list-style-type: none"> <li>● Baking Principles</li> <li>● Baking Ingredients</li> <li>● Baker's Math Measurements <ul style="list-style-type: none"> <li>○ Weight</li> <li>○ Volume</li> </ul> </li> </ul>	FCCLA Star Event: Baking & Pastry
		8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.			
		8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.			
A. Yeast Breads and Rolls	25 class periods			<ul style="list-style-type: none"> <li>● Identify types of yeast</li> <li>● Distinguish various types of yeast doughs</li> <li>● Explain proper methods of preparing yeast breads and rolls</li> <li>● Describe the process of fermentation in yeast doughs</li> <li>● Describe the characteristics of quality yeast products</li> <li>● Identify products made from</li> </ul>	

				<ul style="list-style-type: none"> <li>regular yeast doughs and rolled-in fat yeast doughs</li> <li>● Identify common causes of failure in yeast bread production</li> <li>● Prepare quality yeast breads</li> </ul>	
B. Quick Breads	20 class periods			<ul style="list-style-type: none"> <li>● Compare quick bread Identify the characteristics of quick breads</li> <li>● Explain the functions of quick bread ingredients</li> <li>● Explain the biscuit method of mixing</li> <li>● Identify quality characteristics of biscuits</li> <li>● Explain the blending method of mixing</li> <li>● Explain the creaming method of mixing</li> <li>● Identify quality characteristics of muffins doughs and batters</li> <li>● Prepare quick breads</li> <li>● Prepare quality biscuits</li> <li>● Prepare quality muffins</li> </ul>	
C. Desserts	30 class periods			<ul style="list-style-type: none"> <li>● Identify characteristics and types of cookies</li> <li>● Describe five types of cakes and their mixing methods</li> <li>● Describe the different types of pie fillings</li> <li>● Explain how ice desserts differ</li> <li>● Mix, pan, and bake cookies</li> <li>● Cool, serve, and store cookies properly</li> <li>● Demonstrate how to scale and pan cakes</li> <li>● Bake, cool, and serve cakes</li> <li>● Prepare mealy or flaky pie dough</li> <li>● Prepare pie crusts and pie</li> </ul>	

				fillings <ul style="list-style-type: none"> <li>● Demonstrate proper pie storage</li> <li>● Make custards and puddings</li> <li>● Store and serve desserts properly</li> </ul>	
D. Sugar, Candies and Petit Fours (Introducing Advanced Baking Techniques)	20 class periods			<ul style="list-style-type: none"> <li>● Identify stages of sugar</li> <li>● Describe the different types of sugar</li> <li>● Explain characteristics of quality Petit Fours</li> <li>● Demonstrate how to properly heat and cool sugar</li> <li>● Prepare hard and soft candies</li> <li>● Prepare quality Petit Fours</li> <li>● Create centerpieces</li> </ul>	FCCLA State Event: Thematic Table Setting