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| **Cake and Pastrys 2040** |
| The Goal | What I did | Teacher approval |
| **1. identify the role of cake and pastry products in Canadian cuisine**  |
| 1.1 identify the need for personal hygiene |  |  |
| 1.2 demonstrate appropriate hand-washing techniques |  |  |
| 1.3 demonstrate proper sanitization of equipment and workspace |  |  |
| 1.4 demonstrate ability to leave food preparation area in an appropriate fashion |  |  |
| 1.5 practise appropriate workspace safety focusing on: |  |  |
| 1.5.1 prevention of accidents; e.g., back safety, slip and trip hazards, burns, cuts |  |  |
| 1.5.2 injury treatment |  |  |
| 1.5.3 blood-borne pathogens; e.g., minor cuts, blood spills |  |  |
| 1.6 select and safely use available tools and equipment when: |  |  |
| 1.6.1 measuring |  |  |
| 1.6.2 preparing |  |  |
| 1.6.3 mixing |  |  |
| 1.6.4 cooking |  |  |
| 1.6.5 serving |  |  |
| **2. describe the preparation methods for cake and pastry products**  |
| 2.1 describe the function of key ingredients in the production of cakes and pastries, including: |   |  |
| 2.1.1 shortened cakes; e.g., eggs, fats, leavening agents |  |  |
| 2.1.2 foam cakes; e.g., cake flour versus all-purpose flour, eggs  |  |  |
| 2.1.3 short crust pastry; e.g., lard, shortening, oil, liquid  |  |  |
| 2.1.4 specialty pastries; e.g., choux paste, puff pastry, phyllo pastry  |  |  |
| 2.2 demonstrate baking skills, including: |  |  |
| 2.2.1 accuracy in measurement techniques  |  |  |
| 2.2.2 correct mixing procedures  |  |  |
| 2.2.3 correct pan preparation |  |  |
| 2.2.4 baking and determining doneness  |  |  |
| 2.2.5 altering and varying basic recipes; e.g., instructions, nutritional value  |  |  |
| 2.2.6 identifying quality standards  |  |  |
| 2.2.7 compensating for failures and defects  |  |  |
| **3. demonstrate food choices in relation to *Eating Well with Canada’s Food Guide***  |
| 3.1 analyze one food choice in relation to *Eating Well with Canada’s Food Guide*  |  |  |
| 3.2.1 water  |  |  |
| 3.2 identify sources and functions of the following leader nutrients |  |  |
| 3.2.2 macronutrients  |  |  |
| 3.2.3 micronutrients  |  |  |
| **4. demonstrate knowledge and skills in the planning, preparing and evaluating of basic food recipes** |
| 4.1 use accepted recipe language  |  |  |
| 4.2 prepare a minimum of five recipes that emphasize |  |  |
| 4.2.1 cooperative teamwork  |  |  |
| 4.2.2 safety and sanitation  |  |  |
| 4.2.3 measurement techniques  |  |  |
| 4.2.4 recipe terminology/modifications  |  |  |
| 4.2.5 use of available kitchen equipment  |  |  |
| 4.3 complete a nutritional analysis of one prepared recipe  |  |  |
| **5. demonstrate basic competencies** |  |  |
| 5.1 demonstrate fundamental skills to |  |  |
| 5.1.1 communicate |  |  |
| 5.1.2 manage information |  |  |
| 5.1.3 use numbers  |  |  |
| 5.2 demonstrate personal management skills to |  |  |
| 5.2.1 demonstrate positive attitudes and behaviours |  |  |
| 5.2.2 be responsible |  |  |
| 5.2.3 be adaptable |  |  |
| 5.2.5 work safely  |  |  |
| 5.3 demonstrate teamwork skills to |  |  |
| : 5.3.1 work with others |  |  |
| 5.3.2 participate in projects and tasks |  |  |
| 6. make personal connections to the cluster content and processes to inform possible pathway choices |
| .6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences |  |  |
| 6.2 create a connection between a personal inventory and occupational choices  |  |  |