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| **Foods 2050 – Bread Products Checklist** | | |
| **1. discuss various influences that affect the choices of bread products** | | |
| The Goal | What I did | Teacher approval |
| 1.1 examine nutritional value of bread products | | |
| 1.2 identify ethnic considerations | | |
| 1.3 evaluate personal considerations; e.g., healthy choices, allergies | | |
| 1.4 investigate global considerations; e.g., cost, safety, convenience, availability | | |
| **2. identify and describe the factors involved in the preparation of unleavened and yeast products** | | |
| 2.1 identify the following ingredients and their roles in the preparation of bread products: | | |
| 2.1.1 flour |  |  |
| 2.1.2 sugars and sugar substitutes; e.g., white/brown sugar, molasses, sweeteners, honey, applesauce |  |  |
| 2.1.3 salt |  |  |
| 2.1.4 yeast; e.g., the types of yeast and their use, the correct handling of yeast |  |  |
| 2.1.5 liquids |  |  |
| 2.1.6 fat |  |  |
| 2.1.7 eggs |  |  |
| 2.1.8 optional ingredients; e.g., raisins, dates, cheese |  |  |
| 2.2 identify and describe mixing methods employed in the preparation of the following bread products: | | |
| 2.2.1 unleavened bread |  |  |
| 2.2.2 leavened bread; e.g., traditional, rapid-mix, batter, bread machine |  |  |
| 2.3 compare various shaping techniques and surface treatments used for bread products | | |
| 2.4 demonstrate the proper use of baking skills related to: | | |
| 2.4.1 accuracy in scaling/measuring |  |  |
| 2.4.2 correct mixing procedures |  |  |
| 2.4.3 appropriate pan preparation |  |  |
| 2.4.4 baking and determining doneness |  |  |
| 2.4.5 altering and varying basic recipes; e.g., ingredients/quantity, wellness |  |  |
| 2.4.6 identifying quality standards |  |  |
| 2.4.7 compensating for failures and defects |  |  |
| 2.5 describe bread products according to identified quality standards | | |
| 2.6 identify appropriate storage and handling of baked bread products | | |
| 3.1 prepare and evaluate a minimum of four bread products, including: | | |
| 3.1.1 unleavened bread; e.g., tortilla, crepe, pancake, chapatti, naan, roti |  |  |
| 3.1.2 yeast bread |  |  |
| 3.1.3 alternative bread product used for wellness; e.g., sprouted grain flour, bread flour, rice flour |  |  |
| 3.1.4 specialty bread; e.g., sweet dough, rolls, ethnic |  |  |
| 3.2 alter and vary basic recipes according to instructions | | |
| 3.3 assess products; e.g., cost, nutrition, preparation time, quality standards | | |
| 3.4 compensate for failures and defects | | |
| **4. identify and demonstrate safe and sanitary practices** | | |
| 4.1 maintain a clean, sanitary, safe work area | | |
| 4.2 apply universal precautions related to: | | |
| 4.2.1 personal protective equipment (PPE); e.g., hair coverings, aprons, gloves |  |  |
| 4.2.2 hand-washing techniques |  |  |
| 4.2.3 infectious diseases |  |  |
| 4.2.4 blood-borne pathogens |  |  |
| 4.2.5 bacteria, viruses, molds |  |  |
| 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards |  |  |
| 4.3 use all materials, products and implements appropriately | | |
| 4.4 clean, sanitize and store materials, products and implements correctly | | |
| 4.5 dispose of waste materials in an environmentally safe manner | | |
| **5. demonstrate basic competencies** | | |
| 5.1 demonstrate fundamental skills to: | | |
| 5.1.1 communicate |  |  |
| 5.1.2 manage information |  |  |
| 5.1.3 use numbers |  |  |
| 5.1.4 think and solve problems |  |  |
| 5.2 demonstrate personal management skills to: | | |
| 5.2.1 demonstrate positive attitudes and behaviors |  |  |
| 5.2.2 be responsible |  |  |
| 5.2.3 be adaptable |  |  |
| 5.2.4 learn continuously |  |  |
| 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. identify possible life roles related to the skills and content of this cluster** | | |
| 6.1 recognize and then analyze the opportunities and barriers in the immediate environment | | |
| 6.2 identify potential resources to minimize barriers and maximize opportunities | | |