**Westside High School Lesson Plan**

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| Teacher Name: | Curtis Bell | Unit Name and #: | Baking with Yeast 2 |
| Course: | Culinary 1 | Dates: | 3/23/15-3/27/25 |

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| **Monday** | **What are we learning?**  Daily Objective: Review the 12 basic stages of bread making TEKS/AP/Standards: **Culinary Arts:** (1) D,E; (4) A; (6) E,F,I,J |
| **How will we learn it?**  Learning Activities:  \*Quote of the Week \*Baking with Yeast review |
| **How will we tell if we’re learning it correctly?**  Assessment Methods: **NONE**  Checks for Understanding: Group Review |
| **What do I need to be successful?**  Materials: Laptop, FS Prep Baking with Yeast Handout |
| **What do I need to before next class?** Follow Up/HW: **NONE** |
| **Tuesday** | **What are we learning?**  Daily Objective: “What is yeast?” review TEKS/AP/Standards: **Culinary Arts:** (1) D,E; (4) A; (6) E,F,I,J |
| **How will we learn it?**  Learning Activities:  \*Do 1st: List 8 of the 12 steps in basic bread prep \*NEARPOD: Baking with Yeast! \*Knife Skills Mise En Place form |
| **How will we tell if we’re learning it correctly?**  Assessment Methods: **NONE**  Checks for Understanding: Group Review |
| **What do I need to be successful?**  Materials: Laptop, FS Prep Baking with Yeast Handout, |
| **What do I need to do before next class?** Follow Up/HW: Complete Mise En Place form |
| **Wed/Thurs.** | **What are we learning?**  Daily Objective: Review the 5 basic knife cuts  TEKS/AP/Standards: **Culinary Arts:** (1)E,F;(4)A,B; (6)B,E,F,H; (8)A,B |
| **How will we learn it?**  Learning Activities:  \*Dress Out \*Check Mise En Place Form  \*Set up Station \*Knife Skills Test |
| **How will we tell if we’re learning it correctly?**  Assessment Methods: **NONE**  Checks for Understanding: Group Review |
| **What do I need to be successful?**  Materials: Mise En Place Form, Cutting Station Equipment |
| **What do I need to before next class?** Follow Up/HW: Review Notes for test Friday! |
| **Friday** | **What are we learning?**  Daily Objective: Demonstrate basic understanding of bread baking and working with Yeast breads  TEKS/AP/Standards: **Culinary Arts:** (1) D,E; (4) A; (6) E,F,I,J |
| **How will we learn it?**  Learning Activities:  \*Do First: 10 min study time \*Baking with Yeast 1 and 2 test |
| **How will we tell if we’re learning it correctly?**  Assessment Methods: Baking with Yeast 1 & 2 Test  Checks for Understanding: (Grades from test) |
| **What do I need to be successful?**  Materials: #2 Pencil, Baking with Yeast 1 & 2 notes |
| **What do I need to do before next class?** Follow Up/HW: Make some bread and take pictures of the process for extra credit! |

**\*All Lesson Plans are not set in stone, and some days and activities may need to be changed/altered in case of any special circumstances that may arise\***

***Culinary Applications:***

**Baking with Yeast II**

**Length of Class: 1 session**

**Class Duration: 90 minutes**

**Lecture: 10 minutes**

**Instructor Demo: 10 minutes**

**Student Activity: 70 minutes**

***Optional Quiz: 10 minutes***

**Student Objectives:**

• Identify procedures for scaling and rounding of yeast dough

• Identify the benefits of “benching” a dough before makeup

• Differentiate between fermentation and final proof

• Define the term oven spring

• Discuss baking temperatures and humidity conditions for hard-crust, soft-crust and rich dough products

• Demonstrate the correct procedure for rounding dough parcels

• Successfully produce an instructor-selected yeast bakery product

**TEKS Alignment:**

**Culinary Arts:**

(1)(C),(D),(E); (4)(A); (6)(E),(F),(I),(J)

**Practicum in Culinary Arts:**

(10)(E),(F),(I),(J)

**Restaurant Management:**

(1)(C),(D); (5)(B); (10)(A)

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***Culinary Applications:***

**Baking with Yeast II**

**Lecture Guide**

***Instructor’s Note:*** *This lesson should be preceded by “Baking with Yeast I”.*

***Instructor’s Note:*** *Production of yeast dough requires extensive waiting periods for the dough to ferment, rest and proof. It is recommended that these lag periods be planned for in advance. The students can spend productive time by scaling and preparing for the following day’s lesson. For example, cookie dough could easily be made during the down time and refrigerated to use for the following lesson. The students could also fill this time with elective materials, testing, facility sanitation or any other productive assignments the teacher chooses. At this juncture, the instructor (if appropriate) should retrieve the team dough formulas and retire them to the benches to re-thermalize and rest prior to the students’ arrival.*

I. Scaling ***See****: Professional Cooking, 7th Edition, p. 941*

A. Use baker’s balance scale or reliable electronic scale

B. Calculate weight loss due to evaporation during baking

C. Calculate weight loss at 12%

D. Cut portions with a dough knife

E. If finished loaf of bread is to yield one pound AP, then scaled dough should

weigh one pound two ounces prior to baking

F. Establish a tolerance range for raw dough parcels

G. Strive for consistency

II. Shaping (rounding)

A. After scaling, dough parcels are rounded into smooth, round balls at the bench.

B. Rounding technique is a visually cued, psychomotor technique that must be

demonstrated by an experienced instructor.

**Instructor Demonstration:** Rounding dough parcels on the bench.

C. Flour may be dusted on the bench at the discretion of the baker in order to

facilitate dough handling and characteristics.

D. Rounding simplifies later shaping of the dough and develops a skin to retain

carbon dioxide.

III. Benching

A. Benching refers to allowing the dough to rest, facilitating the relaxation

of the gluten (allowing the dough to be more easily formed into its final

shape) and allowing additional fermentation.

B. Allow the dough to “rest” approximately 15 minutes before shaping.

IV. Makeup and panning ***See****: Professional Cooking, 7th Edition, p. 941*

A. The dough is shaped into its final form and placed on baking sheets or

formed into parcels for baking pans

B. Center the seam of the roll or loaf on the bottom of the pan to avoid splitting

V. Final proof (proofing)

A. Final step in fermentation

B. Place shaped, panned items into a 85º-95º, 85% humidity environment

C. Proof until double in size (do not under- or over-proof). This process usually

takes about one hour under optimal conditions

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VII. Baking

A. Preheat oven to optimal temperatures

B. Adjust humidity

C. Expect “oven spring” (rapid expansion of trapped gases and enhanced yeast

activity) ***See****: Professional Cooking, 7th Edition, pp. 941-942*

D. Look for gelatinization of starches and coagulation of proteins that set the

structure of the bread

E. Ensure the bread has an evenly caramelized (browned) crust

F. Make sure oven temperatures and humidity conditions are appropriate for

finished product

G. Baking times and temperatures vary by formula

H. Crust color and a “hollow” sound when thumped are reliable indicators for

loaf breads

***Instructor Demonstration:*** *Handling bread products with a peel and testing for doneness. Hard-crust breads and pizzas make good examples.*

I. Use peels and dry lubricants (e.g. cornmeal, semolina) to handle and turn

breads easily during baking

J. Cool breads rapidly on slotted racks to allow the escape of excess moisture,

preventing sogginess. Some soft breads and rolls may be brushed with

butter after baking.

K. If breads are to be served within six to eight hours, they may be left on open

racks. Otherwise, they should be bagged, or bagged and frozen.

***Instructor’s Sidebar:*** *Discuss bread faults and their causes with the students.* ***See****: Professional Cooking, 7th Edition, pp. 942-943*

***Student Activity:*** *Students are divided into teams to produce instructor-selected yeast dough recipes.*

**Reading Assignment:** *Professional Cooking, 7th Edition*, Wayne Gisslen, Chapter 30, pp. 941-947.

**Additional Resources:** *Cooking Essentials for the New Professional Chef*, Food and Beverage Institute, Chapters 5, 28, 29, 30.

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