

MODULE FOD2050: YEAST BREADS & ROLLS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students describe the role of ingredients and use specialized skills in working with yeast.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe the factors involved in the preparation of yeast products 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> function of ingredients steps in production mixing methods surface treatments various yeast dough products storage and handling <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>) Professional Cooking <i>Instructor's Manual</i> Food Production Principles <i>Instructor's Guide</i></p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions</p>	20
<ul style="list-style-type: none"> prepare and evaluate a variety of yeast products 	<ul style="list-style-type: none"> practical lab experiences in which the student will produce a minimum of four different yeast products including breads, rolls and sweet dough products, each of which meets or exceeds the standard indicated. <p><i>Assessment Tool</i> Lab Assessment: <i>Intermediate Level, FODLAB-2</i> Product Standard Scorecard: <i>Yeast Breads & Rolls, FOD2050-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 2 in applicable areas of assessment</p>	60

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: For at least three of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Reflection Log: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate a basic understanding of yeast and the stages involved in the preparation of a variety of yeast products including: <ul style="list-style-type: none"> – the types of yeast and their use – the correct handling of yeast and doughs – fermentation and proofing • compare yeast products considering: <ul style="list-style-type: none"> – the proportion of ingredients – the impact of ingredients on the product 	<p>Sweet dough versus bread dough.</p> <p>Whole wheat versus white flours.</p> <p>Bread flour versus all purpose.</p>

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • compare mixing methods employed in the preparation of yeast doughs: <ul style="list-style-type: none"> – traditional method – rapid-mix method – bread machine • compare various surface treatments used with yeast breads and rolls. 	<p>Regular yeast. Rapid action yeast. Strains developed specifically for bread machines.</p>
Preparation of Food	<ul style="list-style-type: none"> • demonstrate baking skills important in the production of yeast breads and rolls including: <ul style="list-style-type: none"> – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects • demonstrate skills and techniques in the production of a wide variety of yeast breads, rolls and sweet dough products: <ul style="list-style-type: none"> – various mixing methods – a variety of shaping techniques – various surface treatments. 	<p>Sweet dough products such as cinnamon buns, butterhorns.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Yeast Breads & Rolls. 	<p>Commercial: Proofer, bun divider, mixer, oven, scales.</p>
Management	<ul style="list-style-type: none"> • describe yeast breads, rolls and sweet dough products according to identified quality standards • identify appropriate storage and handling of baked yeast products. 	

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Yeast Breads & Rolls are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>