

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

BAKE SHOP I

Grades 9-12

Family & Consumer Sciences Department

2017

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Bake Shop I
Grades 9-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Family and Consumer Sciences (FACS) discipline functions to empower individuals to successfully handle the challenges they face in their personal lives, their family lives, and their careers. Bake Shop I is an integral part of the foods program at Trumbull High School, helping to prepare students for independent living and entrance into careers in the food and hospitality field.

Baking is a centuries-old method for preparing various food items that are a part of many cultures. Bake Shop I is designed as an introduction to the many skills needed to produce high-quality baked goods of all kinds. Students who actively participate in the class will be able to select appropriate recipes, follow recipe directions correctly, and prepare nutritious, additive-free, high-quality baked goods in various categories, all while maintaining safe and sanitary conditions. Taught how to make informed choices about what they eat for nutritional value, health, and personal satisfaction, students also are given an understanding of the role food plays in our everyday lives as we interact with others and fulfill our needs for love and acceptance.

COURSE GOALS

The following course goals derive from the 2008 National Standards for Family and Consumer Sciences.

- | | |
|-------------|--|
| NSFCS.2.1.1 | Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital:
Apply management and planning skills and processes to organize tasks and responsibilities. |
| NSFCS.8.2.1 | Demonstrate food safety and sanitation procedures:
Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. |
| NSFCS.8.2.2 | Demonstrate food safety and sanitation procedures:
Employ food service management safety/sanitation program procedures, including CPR and first aid. |

NSFCS.8.2.7	Demonstrate food safety and sanitation procedures: Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
NSFCS.8.3.1	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment: Operate tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.6	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment: Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
NSFCS.8.4.5	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs: Prepare requisitions for food, equipment, and supplies to meet production requirements.
NSFCS.8.5.10	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs: Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs: Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.9.1	Analyze career paths within food science, food technology, dietetics, and nutrition industries.
NSFCS.13.3.2	Demonstrate communication skills that contribute to positive relationships: Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.4.3	Evaluate effective conflict prevention and management techniques: Apply the roles of decision making and problem solving in reducing and managing conflict.

NSFCS.13.5.5 Demonstrate teamwork and leadership skills in the family, workplace, and community: Demonstrate ways to organize and delegate responsibilities.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1) Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE Global Collaborator (Standard 7) Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- food safety and sanitation procedures are essential.
- proper equipment, techniques, and procedures for food preparation must be maintained.
- specific methods and techniques vary for producing different categories of baked goods.
- proper ingredients for preparing specific products can be identified and selected.
- group members must be worked with cooperatively to manage time and resources.
- several viable career paths exist within the food industry.

COURSE ESSENTIAL QUESTIONS

- How can one work safely and cleanly in a kitchen when preparing food?
- How can one use appropriate information, skills, and procedures to be successful in the kitchen?
- How can one use procedures and techniques to result in various high-quality baked goods?

COURSE SYLLABUS

Course Name

Bake Shop I

Level

Grades 9-12

Prerequisites

None

Materials Required

None

General Description of the Course

Do you enjoy making cookies, pizza, breads, and muffins? This is a one-semester course that is an introduction to baking. Students will learn basic theory and preparation techniques for various types of baked goods. A wide variety of recipes will be available.

Core Text

Largen, Velda L., and Deborah L. Bence. *Guide to Good Food*. Tinley Park, IL: Goodheart-Willcox, 2008. Print.

UNIT 1

Safety and Sanitation

Unit Goals

At the completion of this unit, students will:

- | | |
|-------------|--|
| NSFCS.8.2.1 | Understand food handling procedures to avoid food borne illness. |
| NSFCS.8.2.2 | Understand the procedures for personal safety in a food service environment. |

Unit Essential Questions

- How can I identify and correct safety concerns in the kitchen?
- How can I handle kitchen equipment safely and correctly?
- How should food be handled from time of purchase to time of consumption to keep it healthy and safe?
- How do food borne illnesses occur, and how can I prevent them?
- How can I practice good hygiene in the kitchen when handling food?
- How can I keep the kitchen and equipment clean while working with food?
- How do I keep cross-contamination from occurring during food preparation?

Scope and Sequence

1. Kitchen and equipment safety
 - a. Preventing accidents: fires, burns, cuts, falls, chemical poisoning, choking, electrocution
 - b. Proper use of equipment
2. Food safety
 - a. Purchasing, washing, cooking, handling, and storing procedures
 - b. Food borne illnesses: symptoms, causes, prevention
3. Sanitation
 - a. Personal hygiene
 - b. Kitchen facilities and equipment
 - c. Preventing cross-contamination

Assured Assessments

Students will complete any of the following learner activities:

- Brainstorm within their kitchen groups using prior knowledge of common accidents that happen in the kitchen to categorize them and discuss ways to prevent them
- Actively listen to demonstrations of proper kitchen equipment use and care

- Acquire information identifying poor food handling procedures that can lead to food borne illness, the common types of such illness and what foods such illness is most common found in, and guidelines for handling food safely to prevent such illness
- Practice classroom procedures designed to apply proper safety and sanitation procedures
- View a video on safe food handling practices
- Take written and practical test on concepts and identification of safe and sanitary conditions and procedures in a kitchen (after Unit 2)
- Ongoing evaluation during practical labs throughout the course, following rules for safety, sanitation, and equipment usage

Resources

Core

- *Spoiled Rotten*. Learning Zone Express. 2005. Film.

Time Allotment

- Approximately 1-2 weeks

UNIT 2

Foods Lab: Information and Procedures

Unit Goals

At the completion of this unit, students will:

NSFCS.2.1.1	Prepare lab plans to divide work and manage time.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
NSFCS.8.3.1	Use tools and equipment safely.
NSFCS.8.3.6	Identify a variety of types of equipment for food preparation, including hand tools and small ware.
NSFCS.8.4.5	Prepare food orders to ensure the proper supplies for preparing specific recipes.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.5	Work with group members to choose, plan, and execute food preparation.

Unit Essential Questions

- How can abbreviations and equivalents be understood and used in the preparation of food?
- How can I measure different types of ingredients accurately when baking?
- What skills are necessary to follow the cooking terms used in baking recipes?
- What are the commonly used pieces of equipment when baking?
- How can I properly handle the commonly used pieces of equipment when baking?
- How can I thoroughly read a recipe to determine the food and equipment needed?
- How can I recognize the skills needed to prepare a given recipe?
- How can I organize tasks for efficiency when baking?

Scope and Sequence

1. Abbreviations and equivalents
 - a. Identifying and interpreting

- b. Using to increase and decrease recipe yield
2. Measuring
 - a. Tools
 - b. Methods
3. Equipment commonly used in baking
 - a. Ways to use
 - b. Proper care
 - c. Electric and non-electric
4. Using a recipe
 - a. Determining food needed
 - b. Determining equipment needed
 - c. Identifying skills and knowledge needed
 - d. Identifying tasks and timing
5. Working in a group
 - a. Dividing work
 - b. Working cooperatively

Assured Assessments

Students will complete any of the following learner activities:

- Peer collaboration to complete relevant worksheets
- Experiment with measuring equipment to determine equivalents
- Actively listen to, and then apply, demonstrations of proper handling of kitchen equipment
- Read, interpret, and analyze recipes
- Prepare food orders and lab plans
- Discuss and practice working as a group
- Participate in lab activity, with lab plan and food order, based on Units 1 and 2
- Take written and practical test on concepts and identification of safe and sanitary conditions and procedures in a kitchen
- Ongoing evaluation during practical labs throughout the course, following rules for safety, sanitation, and equipment usage

Resources

Core

- Copies of various recipes
- Handouts
- Classroom equipment and kitchens

Time Allotment

- Approximately 1-2 weeks, then ongoing throughout the remainder of the course

UNIT 3

Food Principles and Methods for Baking: Quick Breads and Yeast Breads

Unit Goals

At the completion of this unit, students will:

NSFCS.8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.9.1	Analyze career paths within food science, food technology, dietetics, and nutrition industries.
CCSS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-Literacy.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- How does each of the common ingredients in baking perform to create a quality baked good?

- How can I select and use the proper ingredients to make high-quality baked goods?
- How can I use different mixing methods to make a selection of baked goods?
- How can I vary the proportions of ingredients to make batters and dough?
- How I can use and combine the various methods of baking to produce different varieties of baked goods?
- How can I change the ingredients in a recipe to meet the nutritional, medical, and taste requirements of the consumer while maintaining the structure and quality of the baked good?

Scope and Sequence

1. Ingredients
 - a. Those commonly used in baking
 - b. Functions of common ingredients
 - c. Selecting appropriate ingredients
2. Substituting ingredients in a recipe
 - a. Maintaining structure
 - b. Nutritional needs
 - c. Medical concerns: allergies, diseases
 - d. Taste preferences
3. Mixing methods
 - a. Muffin method
 - b. Biscuit method: cutting in
 - c. Creaming
4. Proportions of ingredients
 - a. Batters
 - b. Dough
5. Products
 - a. Quick breads
 - i. Biscuits
 - ii. Muffins
 - iii. Quick bread loafs
 - b. Yeast breads

Assured Assessments

Students will complete any of the following learner activities:

- Peer collaboration to complete relevant worksheets
- Discuss recipe evaluations and substitutions
- Actively listen to, and then apply, demonstrations of proper techniques
- Viewing of Google images showing options for technique execution and product presentation
- Hands-on practice with Play-Doh for correct shaping and handling of dough

- Practical lab experiences preparing one or more products from each quality of baked goods
- Self evaluation, peer evaluation, and teacher evaluation of products against standards of high-quality products
- Select, adjust, and order food for recipes
- Cupcake Wars – a friendly THS version of the competition
- Take written and practical tests to assess retention of key concepts
- Ongoing evaluation during practical labs throughout the course, following rules for safety, sanitation, and equipment usage, and including proper methods and techniques
- Conversation with representatives from various colleges and universities, such as the Culinary Institute of America and Johnson & Wales University

Resources

Core

- Copies of various recipes
- Handouts
- Classroom equipment and kitchens
- Largen, Velda L., and Deborah L. Bence. *Guide to Good Food*. Tinley Park, IL: Goodheart-Willcox, 2008. Print.

Supplemental

- selections from Gisslen, Wayne. *Professional Baking*. Hoboken: Wiley, 2008. Print.
- selections from Gleason, Jerry. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- selections from Sokol, Gail. *About Professional Baking*. Delmar Cengage, 2006. Print.
- selections from *Cupcake Wars*. Film.
- “What Goes In: The Wonderful Ingredients of Baked Goods.” Pamphlet created by previous Bake Shop students, 2012. Print.

Time Allotment

- Approximately 7-8 weeks

UNIT 4

Food Principles and Methods for Baking: Cookies and Pies

Unit Goals

At the completion of this unit, students will:

NSFCS.8.5.10	Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.9.1	Analyze career paths within food science, food technology, dietetics, and nutrition industries.
CCSS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-Literacy.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- How does each of the common ingredients in baking perform to create a quality baked good?

- How can I select and use the proper ingredients to make high-quality baked goods?
- How can I use different mixing methods to make a selection of baked goods?
- How can I vary the proportions of ingredients to make batters and dough?
- How I can use and combine the various methods of baking to produce different varieties of baked goods?
- How can I change the ingredients in a recipe to meet the nutritional, medical, and taste requirements of the consumer while maintaining the structure and quality of the baked good?

Scope and Sequence

1. Ingredients
 - a. Those commonly used in baking
 - b. Functions of common ingredients
 - c. Selecting appropriate ingredients
2. Substituting ingredients in a recipe
 - a. Maintaining structure
 - b. Nutritional needs
 - c. Medical concerns: allergies, diseases
 - d. Taste preferences
3. Mixing methods
 - a. Muffin method
 - b. Biscuit method: cutting in
 - c. Creaming
4. Proportions of ingredients
 - a. Batters
 - b. Dough
5. Products
 - a. Cookies
 - b. Pies

Assured Assessments

Students will complete any of the following learner activities:

- Peer collaboration to complete relevant worksheets
- Discuss recipe evaluations and substitutions
- Actively listen to, and then apply, demonstrations of proper techniques
- Viewing of Google images showing options for technique execution and product presentation
- Hands-on practice with Play-Doh for correct shaping and handling of dough
- Practical lab experiences preparing one or more products from each quality of baked goods
- Self evaluation, peer evaluation, and teacher evaluation of products against standards of high-quality products

- Select, adjust, and order food for recipes
- Cupcake Wars – a friendly THS version of the competition
- Take written and practical tests to assess retention of key concepts
- Ongoing evaluation during practical labs throughout the course, following rules for safety, sanitation, and equipment usage, and including proper methods and techniques
- Conversation with representatives from various colleges and universities, such as the Culinary Institute of America and Johnson & Wales University

Resources

Core

- Copies of various recipes
- Handouts
- Classroom equipment and kitchens
- Lagen, Velda L., and Deborah L. Bence. *Guide to Good Food*. Tinley Park, IL: Goodheart-Willcox, 2008. Print.

Supplemental

- selections from Gisslen, Wayne. *Professional Baking*. Hoboken: Wiley, 2008. Print.
- selections from Gleason, Jerry. *Introduction to Culinary Arts*. 2nd ed. New York: Pearson, 2014. Print.
- selections from Sokol, Gail. *About Professional Baking*. Delmar Cengage, 2006. Print.
- selections from *Cupcake Wars*. Film.
- “What Goes In: The Wonderful Ingredients of Baked Goods.” Pamphlet created by previous Bake Shop students, 2012. Print.

Time Allotment

- Approximately 7-8 weeks

CULMINATING PROJECT

The final project of the course is a research project varying in time and scope depending on time and scheduling. Recent topics have included: careers in the food industry (more in-depth than earlier material presented in the course); current issues in food; dietary restrictions as a result of medical conditions; “What Goes In: The Wonderful Ingredients of Baked Goods”; “Getting to Know Pies”; and “What Can You Do with a Muffin Pan?”

COURSE CREDIT

One-half credit in family and consumer sciences
One class period daily for a half year

PREREQUISITES

None.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide “Demonstrate Responsibility for Self” Rubric (attached)
- Trumbull High School School-Wide “Respects Self and Others and Practices Interpersonal Skills” Rubric (attached)
- Bake Shop I Rubric for Foods Lab (attached)
- Bake Shop I Diet Restrictions Booklet & Rubric (attached)

SCHOOL-WIDE RUBRICS

NEASC Rubric 6

Demonstrate Responsibility for Self

Exemplary

Student demonstrates an independent, industrious work ethic. He/She sets goals and completes them with detail and on time. The student consistently prepares for classes daily. The student works exceptionally well cooperatively with peers and the staff. He/She participates and contributes in a co-curricular capacity within the total school community.

Proficient

Student demonstrates a positive work ethic. He/She sets goals and completes them within a reasonable amount of time. The student is frequently prepared for daily classes. Student works adequately both cooperatively and independently with peers and staff. He/She participates in co-curricular activities.

Needs Improvement

Student possesses a lackadaisical approach to work. He/She needs constant reminders to follow the goal setting process. When goals are established, they are rarely completed within a reasonable amount of time. Daily class preparation is sporadic. The student can work cooperatively and at times participation in activities with peers and staff. The student explores co-curricular opportunities.

Unacceptable

Student lacks a strong work ethic. No goals are evident. The student is not prepared for classes. He/She prefers to work cooperatively so others can do his/her work. The student selects a co-curricular; however, does not choose to participate actively when presented with the opportunity.

NEASC Rubric 7

Respects themselves and others and practices interpersonal skills

Exemplary

Student demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices, and perspectives. The student champions discussions to resolve differences through active listening and offers opinions in a positive and rational manner.

Proficient

Student demonstrates an appreciation and respect for cultural understanding of the uniqueness of others, their practices and perspectives. He/She actively discusses avenues to resolve differences when appropriate. The student presents encouraging opinions upon request.

Needs Improvement

Student demonstrates a limited appreciation and respect for the uniqueness of cultural understanding of others, their practices and perspectives. At times, he/she appears indifferent to the ordeals of others. The student supports his/her own opinions, but appears inflexible to resolve differences and remains tied to his/her own beliefs.

Unacceptable

Student demonstrates little or no appreciation and respect for the uniqueness of cultural understanding of others, their practices and perspectives. He/She demonstrates intolerance and lacks social interaction skills.

RUBRIC FOR FOODS LAB

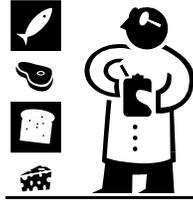
Period _____ Recipe _____ Date(s) _____

Criteria	Group 1	Group 2	Group 3	Group 4
Absent or Tardy				
Set-up completed correctly				
Good attitude, worked quietly, cooperatively, safely, hands washed, hair tied back, apron on				
Measuring done correctly, used proper utensils and techniques, followed the recipe as planned, asked questions when necessary Specifically: (Lab specific)				
Clean-up done properly, including dishes, equipment, sink, counters, stove, and table Kettle emptied, oven & light off Everything put away, food stored properly as instructed				
Final product has proper shape, appearance, texture, and flavor Table set, good manners Finished on time				
Totals				

Comments:

DIET RESTRICTIONS BOOKLET

Name _____ Period _____
Bake Shop _____ Date _____



Goal: To produce a booklet explaining how a specific medical condition can place restrictions on a person's diet and to give sample recipes of baked goods that can meet these restrictions.

Objectives: Students will be able to explain the main characteristics of a specific medical condition. Students will identify restrictions placed on a person's diet because of the specific medical condition.

Students will be able to choose baked goods recipes to accommodate the dietary restrictions caused by the medical condition.

Procedure:

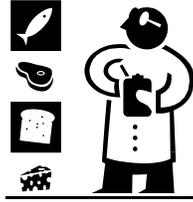
1. Each group will be given a specific medical condition to research.
2. Students will read the complete assignment and break up the tasks among the members in order to complete all tasks by the due date.
3. Groups will work to complete the booklet by the due date during the class time allotted or will complete it on their own time outside of class if necessary.

Tasks:

1. Design a cover page for your booklet. Include the medical condition being researched, an appropriate illustration, group members' names, and your class period.
2. Compose an information page giving the major characteristics of the condition the group is researching. It should include how the condition arises, how it affects the body, how common it is, and how treatable it is.
3. Compose an information page explaining the dietary restrictions or changes that are recommended because of the condition and why they are important.
4. Include a recipe section consisting of at least five recipes from the following categories: quick breads, yeast breads, pastry, cookies, or cakes. No more than two recipes should be chosen from any one category. Ex.: only 2 cookie recipes would be accepted.
5. A bibliography page should be included to cite all sources, including the ones for the recipes.

DIET RESTRICTIONS BOOKLET RUBRIC

Name _____ Period _____
 Bake Shop Date _____



Item Evaluated	Possible Points	Student Evaluation	Teacher Evaluation
Cover page <ul style="list-style-type: none"> • Neat and shows effort • All asked for information is included 	5 5		
Information page on condition <ul style="list-style-type: none"> • Has correct information • All asked for information is included 	15 10		
Dietary restrictions <ul style="list-style-type: none"> • Information is correct and complete and specific details are given 	25		
Recipe section <ul style="list-style-type: none"> • Contains at least 5 recipes • Recipes are appropriate for the condition • Recipes represent the given categories 	5 10 5		
Finishing <ul style="list-style-type: none"> • Booklet is neatly joined • Booklet is free from spelling and grammatical errors • Booklet includes a complete bibliography page 	5 10 5		
Total	100		

Comments: