

## COMMERCIAL BAKING BLUEPRINT

This Blueprint contains the subject matter content of this Skill Connect Assessment. This Blueprint does **NOT** contain the information one would need to fully prepare for a SkillsUSA Championships contest. Please refer to the *SkillsUSA Championships Technical Standards* CD-ROM for the current year or purchase and download the relevant "Contest Singles." Both are available through [www.skillsusa.org](http://www.skillsusa.org) > Shop > Educational Materials Catalog.

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### Standards and Competencies

#### Demonstrate knowledge of basic baking fundamentals

- Weights, measures and general baking math
- Classifications and properties of ingredients
- Handling and storage of ingredients
- Safety and handling
- Yeast raised dough products
- Doughnut-cake and yeast raised
- Cake decorating
- Cakes
- Production/scheduling/planning
- Laminated doughs
- Cookies, pies, and pastries
- Customer service and merchandising of products

Prepare six baked goods made from scratch and/or from a fresh or frozen dough, and one iced and decorated cake in a bakery setting to RBA industry standards.

- Read and understand standard bakery formulas
- Select correct ingredients given the provided formula
- Weigh and measure ingredients accurately given the provided formula
- Assemble ingredients in the correct sequence given the provided formula
- Apply appropriate preparation procedure given the provided formula
- Apply (i.e., blend, fold, mix) the appropriate mixing procedure given the provided formula according to RBA industry standard
- Correctly leaven and bake product to RBA industry standard
- Correctly finish baked product (i.e. glaze, ice, or fill) to RBA industry standard
- Prepare one product from each of the following categories to RBA industry standard
  - Category 1: Yeast bread & rolls – straight dough formula
    - Soft rolls such as Parker House, cloverleaf and button rolls
    - Whole wheat breads and rolls
    - French or Italian dough hard rolls, French bread, Vienna bread, Kaiser rolls, club rolls, baguettes and breadsticks
    - Pan breads
  - Category 2: Quick breads (no yeast) – baked
    - Loaf types – such as cranberry, date nut, lemon, poppy seed and cinnamon apple
    - Muffins – such as bran, cornmeal, blueberry and oat bran
    - Biscuits – baking powder or shortcake biscuits
    - Corn bread – for muffins or sheet pans
    - Scones, sweet or savory

- Category 3: Sweet dough products
  - Coffee rolls and cinnamon buns
  - Pecan roll and rings
  - Meltaways, crumb buns or cinnamon sticks
  - Filled rings and clusters
- Category 4: Cookies
  - Cut and roll out – sugar, molasses and plus filled cookies
  - Drop cookies – oatmeal, chocolate and coconut macaroon
  - Bagged out – such as spritz, butter and tea cookie
- Category 5: Danish pastry (laminated and yeast dough) (2 products from the following categories)
  - Round, sticks, figure-eights and pockets
  - Large filled rights and horseshoe
  - Miniature assortment
  - Cheese, prune and apricot tri-corners
- Category 6: Puff pastry (laminated dough)
  - Turnovers
  - Cream horns
- Category 7: Paste a Choux product
  - Éclairs and cream puffs
- Category 8: Pie and pastry crust pastry
  - Regular two crust fruit filled pies
  - Rim crust for one crust of soft pies – such as squash and custard, pecan
  - Blind baked pie shell
- Category 9: Prepare one iced and decorated cake to the customers specifications as per written order

**Demonstrate knowledge of commonly accepted OSHA safety standards in a bakery including lifting techniques and safety management.**

- Use appropriate lifting techniques
- Keep work area well-organized and free of hazards
- Follow safety requirements for operating equipment
- Work with a regard for safety of self and others

**Demonstrate appropriate, commonly accepted OSHA sanitation practices in a bakery.**

- Wash hands sufficiently and at appropriate times during baking process
- Inspect tools and equipment before using and correctly clean items
- Use a clean side towel and replace as needed during the day
- Avoid actions that can potentially contaminate food
- Wear gloves when working with RTE's

**Demonstrate production efficiency practices in a bakery.**

- Use procedures to accurately measure ingredients
- Use most or all raw ingredients where little or no wasted ingredients remain
- Use most of all mixed ingredients where little or no wasted raw dough remains
- Bake and finish product to produce the maximum salable product
- Model time-management

**Utilize commonly used equipment in a bakery according to manufacturer's specifications.**

- Use equipment according to manufacturer's specifications
- Select appropriate tools and equipment for baking function or product
- Use mixer according to manufacturer's specifications
- Use small wares and tools (thermometer, spoons, measures, etc) appropriately

**Demonstrate appropriate, commonly accepted OSHA personal hygiene and grooming practices in a bakery.**

- Dress in a commonly-accepted professional manner
- Maintain a clean uniform (shirt, pants, skirts, shoes, hat, towel, etc.)
- Wear head gear or other covering at all times
- Maintain clean hands at all times

**Committee Identified Academic Skills**

The SkillsUSA National Technical Committee has identified that the following academic skills are embedded in the commercial baking training program and assessment.

**Math Skills**

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percents
- Use of weights and measures

**Science Skills**

- Describe and recognize solids, liquids and gases
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Describe and identify physical changes to matter
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer

**Language Arts Skills**

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

**Connections to National Standards**

State-level academic curriculum specialists identified the following connections to National Academic Standards:

**Math Standards**

- Numbers and operation
- Measurement
- Geometry
- Data
- Problem solving
- Communication
- Connections
- Representation

**Source:** NCTM Principles and Standards for School Mathematics. To view high school standards, visit:

<http://standards.nctm.org/document/index.htm> Select “[Standards for Grades 9–12](#)” from menu.

#### **Science Standards**

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry

**Source:** McREL compendium of National Science Standards. To view and search the compendium, visit: [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks).

#### **Language Arts Standards**

- Students read a wide range of print and non-print texts to build an understanding of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

**Source:** IRA/NCTE Standards for English Language Arts. To view the standards, visit: [www.readwritethink.org/standards/index.html](http://www.readwritethink.org/standards/index.html).