



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: **Family & Consumer Science**

COURSE: **Creative & International Foods**

Curriculum Development Timeline

School: Ocean Township High School

Course: Creative and International Foods

Department: Family and Consumer Science

Board Approval	Supervisor	Notes
October 2015	Patrick Sullivan	Born Date
August 2019	Patrick Sullivan	Review
November 2024	Patrick Sullivan	Updated to include New State Mandates
August 2025	Patrick Sullivan	Alignment to Standards & Revisions

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Township of Ocean Pacing Guide	
Week	Marking Period 1 (10 weeks)
1	CF Overview Topics Review Safety & Sanitation Cooking/Baking Vocabulary Building
2	Manual Dishwashing Methods Soap Chemistry & Cleaning Demo/Do Handwashing
3	Mixing Methods Common Kitchen Measurement Equivalents Universal Standards
4	Small Kitchen Tools Use & Safety Introduction to Cakes
5	Oil Uses/States Fry Methods Mix, Handling & Cook Heat Transfer Methods
6	Casseroles-One Dish Meals Essentials of Main Ingredients Pasta & Cooking Methods
7	Types of Cakes-Classified Cupcakes Fillings & Icings
8	Chocolate Types Cocoa Percents Comparisons
9	Culinary Renaissance Birth of Sauces & Flavor-Roux Chicken Nobility to Domestication
10	Vegetable Preparation Methods Fruit v. Vegetable Botany Herbs & Spices Origins

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Week	Marking Period 2 (10 weeks)
11	Clean Eating/Quality of Eating Recipe Writing Format Order of Operations Units of Measure in the Kitchen
12	Consumerism Future of Shopping Kitchen Tool Basics
13	Customer Service Standards Guidelines
14	Working with Sugar Chemistry, Safe Handling, Brix Scale & Sweetness Frozen Desserts & Ice Cream Basics
15	Table Manners & Service Standards
16	Steak & Cuts Examined Animal Names Organic v. Grass Fed Options
17	Loving Sanitation Notes Review Student Observations Hygiene
18	Cultural Foods Shared Regional Foods
19	Party Planning/Entertaining Elements Recipe Yields
20	Final Project Bake-Off Challenge

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Core Instructional & Supplemental Materials, including various levels of Texts

Text:

Guide to Good Food, Goodheart-Willcox Co., 2016
Textbook study guides

Digital Resources Across All Levels: (D=differentiated)

YouTube Instructional Videos
DVD Library
Good Eats with Alton Brown (TV show, YouTube)
Taste, A Division of Penguin Random House LLC (online food magazine)
NY Times Foods
Food52 (food blog)
101Cookbooks (food blog)
Chromebooks (for comparative analysis and research)

Other:

Kitchen Appliances and Utensils
Guest Speakers

Time Frame	1 Week
Topic	
Safety & Knife Skills / Terms, Measurements & Equivalents / Equipment	
Alignment to Standards	
2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What are the most important safety factors in the food classroom? • How should you position your opposing hand when cutting? • Why is it essential to have an understanding of basic cooking terminology? • Why is knowledge of measurements and equivalents essential • How can various kitchen appliances aid in the food preparation process? • Students will become aware of safety hazards in the kitchen and know how to respond to and avoid them. • Students will demonstrate safe use and handling of a knife.	

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COURSE: **Creative & International Foods**

- Students will be able to understand terminology when reading a recipe.
- Students will recall measurements and equivalent information from Foods I.
- Students will safely and competently use various kitchen appliances and equipment.

Learning Activities:

- Safety & Sanitation, personal care, proper selection, storage, preparation, and presentation of food, and maintaining equipment
- Cooking Terms study guide
- Measurements & Equivalents demonstration and study guide
- Equipment & Utensils identified and classified activity
- Safety study guide and safety video
- Knife Skills Demonstration
- Review – Cooking Terms, Measurements, and Equivalents
- Lab: Students practice knife skills – demonstrate subject knowledge by preparing and cutting a variety of fresh vegetables

Assessments

Formative:

- Conversation, unit notes, Q&A, drawing on previous knowledge, review key points from Foods I Safety Unit

Summative:

- End of unit quiz

Benchmark:

- Beginning and end of the course

Alternative:

- Demonstrate previous knowledge

Interdisciplinary Connections

W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient **textual and non-textual** evidence.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8)

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COURSE: **Creative & International Foods**

Technology Integration

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

Time Frame

1 Week

Topic

Yeast Breads

Alignment to Standards

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

Learning Objectives and Activities

Learning Objectives:

- What is the difference between yeast and quick breads?
- What process develops most of the gluten in yeast breads?
- What is the correct liquid temperature for dissolving yeast? What will happen if the liquid is too cold or too hot?
- What gas is produced during fermentation?
- Students will be able to demonstrate the procedure for making yeast bread.
- Students will be able to activate yeast using the correct liquid temperature properly.
- Students will be able to demonstrate proper kneading technique.
- Students will be able to prepare a variety of yeast bread products, including pretzels, cinnamon rolls, sourdough bread, and pizza dough.
- Students will be able to test a loaf of bread for doneness accurately.

Learning Activities:

- Dissolving yeast
- Kneading
- Proofing yeast breads
- Shaping dough
- Function of ingredients
- Yeast bread worksheet

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COURSE: **Creative & International Foods**

- Review of yeast bread worksheet
- Kneading demonstration
- Labs: pizza dough/pizza, pretzels, sourdough bread/grilled cheese, cinnamon rolls

Assessments

Formative:

- Conversation, unit notes, Q&A
- Do Now: How many times a week/month do you enjoy pizza? What type of pizza? How many types are there?

Summative:

- End of unit quiz

Benchmark

Alternative:

- Product results evaluation, cooperative learning experience

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

Technology Integration

Career Education

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame

1 Week

Topic

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COURSE: **Creative & International Foods**

Meal Planning / Shopping For Food

Alignment to Standards

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness

Learning Objectives and Activities

Learning Objectives:

- What percentage of the day's total calorie needs should breakfast satisfy?
- How is unit pricing determined?
- What are the various grocery shopping options?
- What are the various dates that can be found on food packages?
- What are the guidelines for grocery shopping?
- Students will become aware of their nutrient needs for the day.
- Students will be able to plan a well-balanced meal.
- Students will become familiar with the amount of money a family can spend on food.
- Students will be able to plan a meal that incorporates the six characteristics of food.
- Students will be able to read and comprehend nutrition labels and ingredient lists.

Learning Activities:

- Characteristics of food/meals
- Family food budget
- Nutrition labels, including ingredient list
- Meal preparation (sequencing and organization)
- Increasing/decreasing the yield of a recipe
- Creating a shopping list
- Meal planning and shopping study guides
- Review shopping strategies
- Review the increasing and decreasing yield
- Lab: Plan and prepare a balanced meal within the lab group, organizing recipes and a grocery list

Assessments

Formative:

- Conversation, unit notes, Q&A
- Do Now – group discussion on personal dietary choices/restrictions

Summative:

- End of unit quiz

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COURSE: **Creative & International Foods**

Benchmark

Alternative:

- Students plan and execute a family menu demonstrating conceptual comprehension and mutual respect for dietary preferences.

Interdisciplinary Connections

W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient **textual and non-textual** evidence.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

Time Frame

1 Week

Topic

Breakfast

Alignment to Standards

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness

Learning Objectives and Activities

Learning Objectives:

- What does the word "breakfast" mean?
- What portion of the day's total calorie needs should breakfast satisfy?

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COURSE: **Creative & International Foods**

- How has breakfast changed in the last few decades?
- What are some low-fat breakfast choices?
- Do you look at the calorie content of your morning coffee beverage?
- What types of foods are best to eat in the morning and why?
- Students will be able to plan a nutritious breakfast.
- Students will be able to prepare various types of hot cereals.
- Students will be able to understand cereal box nutrition labels.
- Students will be able to incorporate healthy breakfast choices into their diets.

Learning Activities:

- Nutrition
- Breakfast meal planning
- Healthy fast-food choices
- Low-fat breakfast preparation
- Reading nutrition labels on cereal boxes
- Breakfast notes
- Labs: preparing a variety of hot cereals (whole grain and processed), making lower-fat turkey bacon, egg and cheese sandwiches, preparing homemade granola, and serving it with fresh fruit as a parfait

Assessments

Formative:

- Conversation, unit notes, Q&A
- Brainstorm and create a breakfast menu for five school mornings

Summative:

- End of unit quiz

Benchmark

Alternative:

- Prepare a list of basic, nutritious foods to have ready to grab and go for school mornings.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry

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COURSE: **Creative & International Foods**

requirements in areas of career interest

Technology Integration

Career Education

CRP6. Demonstrate creativity and innovation.

Time Frame

1 Week

Topic

Cakes & Pies

Alignment to Standards

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

Learning Objectives and Activities

Learning Objectives:

- What is the difference between a shortened and an unshortened cake?
- How is a chiffon cake different from shortened and unshortened cakes?
- What type of flour is best for making cakes?
- Why is it important to keep all fat out of an unshortened cake?
- Students will become familiar with the various types of cakes.
- Students will be able to list the main ingredients in cakes and identify how to alter a basic recipe to create a different result.
- Students will be able to separate egg whites for use in unshortened cakes properly.
- Students will be able to prepare the pan for various types of cakes properly.
- Students will show proficiency in the preparation of frosting/icing.
- Students will be able to test various cakes to determine if it is done properly.
- Students will understand the importance of temperature control to the end product.
- Why should pastry be handled as little as possible?
- Students will be able to list the four basic types of pies.
- Students will be able to describe how to make a basic pie crust.
- Students will be able to demonstrate how to roll out a pie crust.
- Students will explain the difference between cream and custard pies.
- Students will be able to make a fluted edge on a pie crust.

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COURSE: **Creative & International Foods**

Learning Activities:

- Shortened and unshortened cakes.
- Chiffon cakes
- Cake ingredients
- Testing cakes for doneness
- Students complete the cake study guide
- Teacher demonstration of egg separation and folding technique
- Students practice separating eggs to make angel food cake
- Types of pies and pastry ingredients
- Demonstrations: Pie shell preparation, making a pie crust, and rolling the pastry to fit the pan, including making a fluted pie crust and a traditional pie crust
- Characteristics of a: fruit pie, cream pie, custard pie, chiffon pie
- Main dish (savory) pie options
- Sweet pie options – including tarts
- Appetizer pastries
- Pie and pastry study guides
- Review the pies and pastries information
- Labs:
 - Students make a variety of group chosen cakes - each group selects a recipe, prepares and frosts (if desired) a cake to share with the class
 - Mini upside-down cakes
 - Use a box cake mix to make cake-like cookies (Tuxedo or black/white cookies)
 - Make ice cream cone cupcakes (or muffin pan cupcakes) and decorate with a chosen theme
 - Make pastry dough for pie shell
 - Make fillings (chocolate cream pie, seasonal fruit pie, lemon meringue) using single or double crust as required
 - Each group chooses and prepares a different fruit pie to share with the class

Assessments

Formative:

- Conversation, unit notes, Q&A
- Do Now: What are the seasonal fruits/vegetables currently available to make pie?

Summative:

- End of unit quiz

Benchmark

Alternative:

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COURSE: **Creative & International Foods**

- Students practice decorating skills by demonstrating what various frosting tips can do
- Product-based success demonstrating subject comprehension.

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8)

Technology Integration

Career Education

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

1 Week

Topic

Appetizers / Poultry, Meats & Seafood

Alignment to Standards

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness

Learning Objectives and Activities

Learning Objectives:

- What are hors d'oeuvre? What are canapés?
- How is a cold appetizer platter prepared?
- How are hot appetizers served?
- What is poultry?

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COURSE: **Creative & International Foods**

- What counts as one serving size of poultry?
- Students will be able to describe the difference between appetizers and hors d'oeuvres.
- Students will be able to make canapés.
- Students will be able to explain the difference between hot and cold appetizers.
- Students will understand how poultry is purchased and stored.
- Students will be familiar with the proper temperature of cooked poultry.
- Students will be able to explain the nutritional value of poultry.
- Students will be able to cook poultry in a variety of methods properly
- What are the four most common meats consumed in the United States?
- What is the recommended internal temperature of various meats?
- What is the roasting temperature of multiple meats?
- What are the two classifications of seafood?
- What is the difference between shellfish and finfish?
- How can you tell when fish is cooked properly?
- What are the various forms of fish sold?
- How do you store seafood, and for how long?
- What are the signs of quality in fresh seafood?
- Students will become familiar with the purchase, storage, and preparation of beef, veal, lamb/mutton, and pork.
- Students will be able to explain the most common cooking methods for meat.
- Students will understand what constitutes a serving size of meat.
- Students will be able to describe the clues to meat tenderness.
- Students will become familiar with various meat terminologies.

Learning Activities:

- Identify commonly served hors d'oeuvres and canapés
- Hot and cold appetizers, appetizer platters
- How to select the cut of poultry, store, prepare, and present the meal
- Cooking methods of poultry
- Determining the serving size of poultry
- Hot and cold appetizers and poultry study guides
- Review of appetizer information
- Review poultry study
- Review the appetizers study
- Meat types
- Meat cooking methods
- Nutrition in meat
- Meat tenderness
- Classifications of seafood: Shellfish, Finfish, cuts of fish
- How to buy, store, prepare, and serve seafood and meat
- Meat and seafood study guides
- Review of meat and seafood information

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COURSE: **Creative & International Foods**

- Labs:
 - various cold appetizer platters, prepare spinach artichoke dip, buffalo wings
 - herbed chicken, peanut butter chicken, chicken parmesan pizza
 - stuffed peppers, Swedish meatballs, pork fried rice, beef and broccoli stir-fry
 - shrimp francese, clam chowder, and crab alfredo

Assessments

Formative:

- Conversation, unit notes, Q&A
- List your favorite appetizers made at home or ordered when dining out
- Whole class poll – identify the percentage of the class who include these foods in their diet

Summative:

- End of unit quiz

Benchmark

Alternative:

- Create an appetizer plate at home, demonstrating the application of theory
- Product-based success

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

Technology Integration

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP3. Attend to personal health and financial well-being.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

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COURSE: **Creative & International Foods**

Time Frame	1 Week
Topic	
Candy Crafting / Cake Decorating	
Alignment to Standards	
2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What are candy melt ingredients? • Why is it important to keep water away from the melted chocolate? • What type of surface is best for cake decorating? • How are decorating tips identified? • What are the steps in frosting a cake? • Students will understand the difference between candy crafting and candy making. • Students will be able to demonstrate the steps in making crafted candy. • Students will follow precautionary measures while working with candy. • Students will be able to demonstrate how to creatively and adequately frost a cake. • Students will be able to describe the three consistencies of frosting and their uses. • Students will demonstrate how to fill a decorating bag with frosting. • Students will practice and learn how to use a variety of decorating tips to create a desired product. <u>Learning Activities:</u> • Candy crafting ingredients, crafting tools, and supplies • Candy melts, candy molds, candy crafting • Frosting categories, steps to frost a cake • Using a decorator's bag with various tips • Candy crafting and cake decorating study guides • Review candy crafting and cake decorating • Teacher demonstration of candy crafting and cake decorating • Labs: variety of candy crafted items; bake, frost, and decorate a cake	
Assessments	
<u>Formative:</u> • Conversation, unit notes, Q&A	

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Summative:

- End of unit quiz

Benchmark

Alternative:

- Students can experiment with various types of crafting and present methods or techniques used to achieve a look.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8)

Technology Integration

Career Education

CRP6. Demonstrate creativity and innovation.

Time Frame

1 Week

Topic

Greek Foods & Customs / Germany & Gingerbread Houses

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

Learning Objectives:

- Where is Greece located? What are the neighboring countries?

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COURSE: **Creative & International Foods**

- What is the capital of Greece?
- What is the favorite meat in Greece?
- What is the favorite liqueur in Greece?
- What is phyllo dough?
- What is the most popular sweetener in Greece?
- Students will become familiar with basic information about Greece.
- Students will become aware of various favorite Greek dishes.
- Students will be able to list the favorite vegetables of the Greeks.
- Students will be able to prepare several recipes using phyllo dough.
- Students will understand that honey is used in many Greek desserts.
- What vegetable is served at most German meals?
- When is the largest meal of the day served in Germany?
- What is the significance of the gingerbread house?
- Students will be able to explain the location of Germany
- Students will be able to list several German favorite foods.
- Students will be aware of the origin of the hot dog and hamburger.
- Students will become familiar with the favorite beverages of Germany.
- Students will become familiar with the gingerbread-making process.

Learning Activities:

- Map of Greece
- Meats and vegetables of Greece
- Greek food customs – why are particular foods common?
- Learning what phyllo dough is and how to handle it
- Greek notes and discussion
- Study the German culture, locate it on the map of Europe, and identify how geography influences the cuisine
- Identify favorite foods – how their foods are prepared
- Pronunciation of German foods
- Gingerbread houses are a part of a long culture – research the history
- Study guide for Germany
- Review German Information
- Gingerbread Houses DVD with fact sheet
- Labs:
 - Baklava, Spanakopita, cheese puffs, gyros
 - Spätzle, Kartoffelpuffers, Gingerbread houses

Assessments

Formative:

- Conversation, unit notes, Q&A

Summative:

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COURSE: **Creative & International Foods**

- End of unit quiz

Benchmark

Alternative:

- Research traditional Greek foods and why they eat those foods
- List and explain German foods commonly enjoyed locally

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

Technology Integration

Career Education

CRP12. Work productively in teams while using cultural global competence.

Time Frame

1 Week

Topic

British Isles / French / Italian / Mexican Foods & Customs

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

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COURSE: **Creative & International Foods**

Learning Objectives:

- What countries do the British Isles include?
- What are the favorite foods of England, Ireland, Scotland, and Wales?
- What are the favorite foods of France?
- Are there distinct culinary similarities or differences?
- Tea – is it a beverage of choice?
- Students will be able to locate the British Isles and France on a map properly.
- Students will be able to list the countries of the British Isles.
- Students will be able to prepare several foods from the British Isles and France.
- Students will have an understanding of the food customs of the British Isles and France
- Tea service is culturally significant in both countries.
- When is the main meal of the day served in Italy and Mexico?
- What are the popular foods of Italy? Of Mexico?
- Are the climates of both countries similar?
- Students will become familiar with the location of Italy and Mexico.
- Students will become familiar with the food customs of Italy and Mexico.
- Students will be able to prepare several popular Italian & Mexican dishes.

Learning Activities:

- Locate the British Isles and France on a map
- Identify French culinary terms – identifying how that has influenced American terminology
- List popular foods of France, England, Ireland, Scotland, and Wales
- Food preparation- British Isles and France, observe similarities and differences
- Study guide and review of the British Isles and France
- Locate Italy on the map; locate Mexico
- Identify the food customs of Italy and Mexico
- Study guides on Italy & Mexico
- Italian and Mexican review
- Labs:
 - British Isles & French favorites - scones, shortbread, French onion soup, a variety of cheese and vegetable quiche, cream puffs, and high tea service including savory finger sandwiches and scones with cream
 - Italian - pasta fagioli, mozzarella sticks, marinara sauce
 - Mexican - cheese quesadilla, flan, Mexican layer dip

Assessments

Formative:

- Conversation, unit notes, Q&A
- Completion of the tea setting as researched
- Do Now: List foods from the different countries

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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DEPARTMENT: **Family & Consumer Science**

COURSE: **Creative & International Foods**

Summative:

- End of unit quiz

Benchmark

- End of course

Alternative:

- Research and create a food typically enjoyed during a trip to the UK
- Research and create a traditional, representative food of Italy or Mexico

Interdisciplinary Connections

W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient **textual and non-textual** evidence.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8)

Technology Integration

Career Education

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before the lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary

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- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner-level readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before the lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g., advance organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to texts beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech audio recorded selections
- Amplification system as needed
- Leveled texts according to ability

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- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

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