

Springfield Public Schools
Springfield, New Jersey 07081

Bake Shop I
Grade 9-12

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg, Ed.D.
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Norman Francis, Jr., Ed.D. ~ Principal of Jonathan Dayton High School

Ashley Bauers ~ Coordinator of Visual, Performing & Practical Arts

William Doring ~ Culinary Arts Teacher



Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Quick Breads
Unit Summary: In this module students will classify and prepare, with different kinds of leavening agents, biscuits, muffins, specialty breads, and cake doughnuts. All products will be correctly prepared, served, and stored. Working efficiently and cooperative work habits will be reinforced in this module.					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes ***X*** Creativity and Innovation ***X*** Critical Thinking and Problem Solving ***X*** ICT Literacy ***X*** Information Literacy ***X*** Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy					
Unit Rationale:	The appropriate selection and use of chemical leavening agents are essential to a career in the food service industry.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	9.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.

9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- There are three basic types of chemical leavening agents; how are they classified?
- Choosing the appropriate mixing method is essential. When preparing quick breads, what are the two most common methods used?
- The correct mixing procedures and the correct attachments are important for an optimum outcome. What are the procedures (including attachment) for the two popular mixing methods of quick breads?

Unit Enduring Understandings:

- Proper preparation, baking, finishing, and storage of quick breads is a basic essential skill needed in the food service industry.
- Working efficiently and cooperatively is a necessary lifelong skill in any business.
- Understanding the functions and effects of ingredients in baked and cooked food products is essential to succeed in the food service/baking industry.
- To be a proficient baker, it is important to understand the classifications of quick breads, chemical leaveners, and mixing methods that apply.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint, all while supporting local suppliers, growers, and promoting profit margins.

Unit Learning Targets:

Students will classify quick breads, define types of leavening agents, prepare, finish, store, and evaluate quick breads, demonstrating efficient cooperative work habits.

Evidence of Learning	
Summative Assessment:	18 days written, oral and practical.
Equipment Needed:	Kitchen lab, classroom, computer, TV, and DVD Player.
Teacher Resources:	"Professional Baking" text by Wayne Cisslen "Baking 123 Quick Bread" video, The Learning Zone

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (P.C.R.)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Quick Bread Classification	5 days, 210 minutes
Lesson 2 Leavening and Mix Methods	5 days, 210 Minutes
Lesson 3 Preparing Quick Breads	8 days, 336 Minutes
Teacher Notes: Timelines will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- "Foundations of Restaurant Management and Culinary Arts", NRA.
  "Professional Chef" text, CIA.
  "Professional Baking" text, Wayne Gisslen.
  "Sure-Food Safety Manual", Susan Algro.
  "Art and Science of Culinary Preparation" text, ACF.



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Quick Bread Classifications	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define and classify quick breads. • Know the characteristics of different quick breads. • Research quick bread recipes. • Evaluate quick bread recipes. • Prepare recipes.	Lesson Sequence 1. Discussion and explanation of quick bread classifications. 2. Demonstration and model classifications of quick breads. 3. Demonstration and model characteristics. 4. Students in groups will research recipes. 5. Evaluate quick bread prep.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Leavening and Mixing	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the different chemical leaveners. • Identify the appropriate mixing methods. • Know how the different leaveners are affected. • Research and develop quick bread recipes. • Evaluate recipe preparations.	Lesson Sequence 1. Discussion and explanation of leaveners. 2. Demonstrate and model mix methods. 3. Research and evaluate the different leaveners. 4. Evaluate and implement appropriate mixing methods. 5. Produce and evaluate finished recipes.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration, and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Quick Bread Preparation	Time Frame	8 Days, 336 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Perform the processes of making quick breads. • Apply the appropriate mixing methods. • Accurately measure ingredients. • Finish and properly store quick breads. • Evaluate finished products looking for effects of improper mixing and measuring.	Lesson Sequence 1. Discussion and explanation measuring. 2. Demo and model mixing methods. 3. Practical production of quick breads using appropriate mix methods, and leavening. 4. Students will properly cool and store finished baked goods. 5. Evaluate the finished product.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

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Resources Provided: Kitchen, classroom, computers, text, videos



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Quick Breads
Created:	William Doring	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Yeast Raised Doughs
Unit Summary: The goal of this module is for the student to be able to produce quality yeast products from formulas written in commercial bakeries using industry terms, methods and techniques.					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes ***X*** Creativity and Innovation ***X*** Critical Thinking and Problem Solving ***X*** ICT Literacy ***X*** Information Literacy ***X*** Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy					
Unit Rationale:	In preparation for a career in culinary arts it is necessary for students to be able to produce quality yeast raised products, from scratch as well using convenient products, such as frozen proof and baked doughs and mixes.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain
CPI#:	**Cumulative Progress Indicator (CPI):**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- There are three basic yeast types used in the commercial bake shop; what are they and how are they stored?
- Each type of yeast has unique qualities that will affect the outcome of different yeast raised doughs. What are the characteristics of the different yeast types?
- Yeast raised doughs are broken down into two categories; how are rich and lean doughs defined?
- Fermentation needs three ingredients in order to function. What are they, and how are they facilitated?

Unit Enduring Understandings:

- A system of classifications is used for yeast and yeast raised products.
- The different types of yeast have specific handling methods.
- Rich and lean doughs have different specific finishing techniques.
- Yeast raised products must be produced using commercial formulas, methods and techniques all requiring exact discipline.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers and promoting profit margins.

Unit Learning Targets:

Students will be able to classify yeast raised products and understand the effects of yeast in different dough types and applications.

Students will be able to scale, mix, shape, proof, bake, finish and store all classifications of yeast doughs.

Evidence of Learning	
Summative Assessment:	18 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computers, TV and DVD player.
Teacher Resources:	"Foundations of Restaurant Management and Culinary Arts", NRA "Professional Chef" text, CIA "Professional Baking" text, Wayne Gisslen "Sure-Food Safety Manual", Susan Algro "Art and Science of Culinary Preparation" text, ACF

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (P.C.R.)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Yeast Dough Ingredients	5 Days, 210 Minutes
Lesson 2 Classification of Yeast Dough	5 Days, 210 Minutes
Lesson 3 Yeast Dough Production	8 Days, 336 Minutes
Teacher Notes: Timelines will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National Restaurant Association, Pro Start
ServSafe National Restaurant Association
Culinary Arts Food Service Management Curriculum, CCAP
Culinary Fundamentals ACF



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Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Yeast Dough Ingredients	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define terms related to production of yeast dough. • Identify ingredients related to yeast dough. • Know the proper techniques and methods of handling yeast doughs. • Research and evaluate baking effects on yeast dough ingredients. • Explain the processes of yeast doughs.	Lesson Sequence 1. Discussion and explanation of yeast raised products. 2. ID equipment and ingredients. 3. Demonstrate and model ingredients used in yeast dough production. 4. Research and evaluate ingredients used in yeast dough production. 5. Model steps of yeast dough production.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations.

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Classifications Yeast Doughs	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define the classifications of yeast doughs. • Evaluate the different make up of yeast dough. • Know the different procedures for the different dough types. • Identify the different doughs by ingredients. • Understand the steps in handling and producing yeast doughs.	Lesson Sequence 1. Discussion and explanation of yeast dough classifications. 2. Demonstrate and model the different dough types. 3. Research the effects of other ingredients. 4. Model yeast dough production. 5. Evaluate the different characteristics of the yeast-raised doughs.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Yeast Dough Production	Time Frame:	8 Days, 336 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness ***X*** Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ***X***Health Literacy

21st Century Skills

X Creativity and Innovation ***X*** Critical Thinking and Problem Solving ***X*** Information Literacy

X Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy ***X*** ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define commercial yeast dough formulas. • Understand the steps of yeast dough production. • Know how to prepare doughs from each category of yeast-raised products. • Produce, finish, and store bread from commercial yeast dough formulas. • Evaluate finished yeast dough products.	Lesson Sequence 1. Discussion/ explanation of commercial yeast dough production. 2. Demonstrate and model mixing, preparation, baking, finishing and storage of yeast doughs. 3. Model/ID the different yeast dough types. 4. Produce lean and rich yeast-raised doughs. 5. Evaluate finished bread for taste, texture, and eye appeal.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Yeast Raised Doughs
Created:	William Doring	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	10-12	**Unit Title:**	Cookies/Pick Up Desserts
Unit Summary: Students will be able to prepare rolled, dropped, bagged, icebox, sheet and bar cookies from scratch and from commercial convenience products. Students will modify, evaluate and critique the quality of their finished products.					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students will be able to prepare high quality cookies using commercial industry standards and formulas. They will also be able to modify the formulas for quality and nutritional considerations.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	9.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain

CPI#:	Cumulative Progress Indicator (CPI):
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- Different cookie types require different makeup techniques; what are the different cookie classifications and make-up techniques?
- There are four different cookie categories; what are they and what makes them unique?
- There are three mixing methods employed when preparing cookies; what are they and how are they used?
- When mixing cookies and other delicate baked goods it is important to avoid over mixing. What is overmixing?
- When and what is the critical point that over mixing can occur?

Unit Enduring Understandings:

- Basic cookie types require different make up procedures, such as mixing, panning, baking, finishing and storing.

  Different cookie types require different types of leaveners which require different handling procedures.
- The three different mixing methods are identified by the first ingredients listed in the formula.
- Using appropriate mixing methods, machine attachments, and avoiding over mixing are key fundamentals to quality baked products.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers and promoting profit margins.



Unit Learning Targets:
Students will be able to classify and distinguish the different types of cookies and their makeup. Be able to produce the different cookie categories with the ability to modify the formulas for quality, nutritional concerns and yield requirements.

Evidence of Learning	
Summative Assessment:	9 days written, oral, and practical.
Equipment Needed:	Kitchen lab, classroom, computer, TV, and DVD Player.
Teacher Resources:	"Foundations of Restaurant Management and Culinary Arts", NRA "Professional Chef" text, CIA "Professional Baking" text, Wayne Gisslen "Sure-Food Safety Manual", Susan Algro "Art and Science of Culinary Preparation" text, ACF

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (P.C.R.)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Cookie Classification	2 Days, 84 minutes
Lesson 2 Cookie Mixing and Baking	2 Days, 84 Minutes
Lesson 3 Cookie Production	5 Days, 210 Minutes

Teacher Notes: Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National Restaurant Association, Pro Start
ServSafe National Restaurant Association
Culinary Arts Food Service Management Curriculum, CCAP
Culinary Fundamentals ACF



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Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Cookie Classification	Time Frame:	2 Days, 84 Minutes

Lesson Components

21st Century Themes

Global Awareness — X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy — x Health Literacy

21st Century Skills

X Creativity and Innovation — X Critical Thinking and Problem Solving — X Information Literacy

X Life and Career Skills — X Communication and Collaboration — X Media Literacy — X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab state of the art equipment.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define cookie dough categories. • Distinguish cookie types and make up. • Know and explain the different cookie classifications. • Understand the different production needs of cookie categories. • Research and evaluate formulas from each cookie classification.	Lesson Sequence 1. Discussion and explanation of cookie classifications. 2. Demonstrate the different makeup techniques of cookies. 3. Model the different preparations. 4. Guided practice preparation, panning, baking , finishing and storage. 5. Independently and collaboratively evaluate cookie makeup of each category.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Cookies Mixing and Baking	Time Frame:	2 Days, 84 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab state of the art equipment.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define terms related to cookie production. • Know the proper method of preparation for the 3 cookie categories. • Understand the proper mixing, panning and baking for each of the cookie types. • Produce a recipe for each category of cookie. • Research and evaluate the effects of poor mixing and improper panning.	Lesson Sequence 1. Discussion and explanation of terms related to cookie production. 2. Demonstrate the proper methods for each cookie category. 3. Model cookie production of each classification. 4. Guided practice producing cookies from each category. 5. Individually and in groups evaluate cookie products.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Cookie Production	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab state of the art equipment.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know Commercial Baking Terms used in cookie production. • Scale, mix, pan, bake, finish, and store cookies according to industry standards. • Demonstrate cookie production. • Understand how to implement changes to formulas for quality, nutritional concerns, and yield requirements. • Evaluate Finished cookie products of each type.	Lesson Sequence 1. Discussion and explanation of cookie production. 2. Demonstrate and model the cookie production of each classification. 3. Model proper, scaling, mixing, panning, baking, and finishing techniques. 4. Guided Practice producing cookie recipes from each category. 5. Evaluate and critique finished cookie products from each cookie classification.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Cookies Pick Up Desserts
Created:	William Doring	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Pies/Pastries
Unit Summary: In this module, students will learn to prepare puff pastry, cannoli, phyllo doughs, choux paste, and the three basic pie dough types. They will learn to bake, fill, and finish different forms of pies and pastries using commercial industry standards and techniques.					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students will be able to prepare, finish, and store the different pies and pastries from scratch, and evaluate, compare, and contrast them using commercial food service industry standards.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	9.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain

CPI#:	Cumulative Progress Indicator (CPI):
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- There are three different classical pie/pastry categories; what are the different pie and pastry classifications?
- Of the three dough classifications, how are the various pastry doughs handled in terms of mixing, types of fat, time, and temperature?
- Each pie/pastry category has different makeup techniques; how and why do the three classifications of pie and pastry filling differ in cooking and handling procedures?
- It is essential to vent filled and covered pies and pasties; what is venting and why is it important?

Unit Enduring Understandings:

- The different pie and pastry classifications require different cooking and handling methods, techniques and finishing procedures.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers and promoting profit margins.

Unit Learning Targets:

- Students will be able to explain terms, vocabulary and methods of preparing the various types of pies and pastries.
- Students will be able to read, understand, produce, and modify formulas for commercial-style pies and pastries according to food service industry standards.

Evidence of Learning



Summative Assessment: 9 days written, oral, and practical

Equipment Needed: Kitchen lab, classroom, computers, TV, and DVD player

Teacher Resources:
"Foundations of Restaurant Management and Culinary Arts", NRA
"Professional Chef" text, CIA
"Professional Baking" text, Wayne Gisslen
"Sure-Food Safety Manual", Susan Algro
"Art and Science of Culinary Preparation" text, ACF

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (P.C.R.)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Product ID Commercial Pastry	2 Days, 84 Minutes
Lesson 2 Pastry Dough Preparation	2 Days, 84 Minutes
Lesson 3 Finishing Pies/Pastry	5 Days, 210 Minutes
Teacher Notes: Timelines will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National Restaurant Association, Pro Start
ServSafe National Restaurant Association
Culinary Arts Food Service Management Curriculum, CCAP
Culinary Fundamentals ACF



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Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Product ID Commercial Pastry	Time Frame:	2 Days, 84 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, programs, state of art Kitchen Lab.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define terms used in pastry and pie production. • Know the differences in dough types of the various pies and pastry. • Understand industry standards for safety and quality. • Identify the 3 basic pastry doughs and fillings for each pie and pastry category. • Evaluate quality commercial pastry preparations.	Lesson Sequence 1. Discussion and explanation of terms and techniques. Demonstration of the different commercial forms of ingredients. 2. Model from start to finish pies and pastry of each category. 3. Guided practice through the steps of pastry production. 4. Evaluate commercial doughs, fillings, and finished products for price and quality.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



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Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Pastry Dough Preparation	Time Frame:	2 Days, 84 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, programs, state of art Kitchen Lab.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the different classifications of pastry and pie doughs. • Know the preparation and handling procedures. • Define the different applications used in commercial doughs. • Evaluate ready-made and scratch-made doughs for quality and price. • Place into action appropriate methods and techniques used for making pastry dough.	Lesson Sequence 1. Discussion and explanation of the different dough recipes. 2. Demonstrate the various methods and techniques used in pastry dough. 3. Model the differences between commercial, ready-made dough and scratch-made. 4. Guided practice producing the different dough types. 5. Evaluate ready-made and scratch-made doughs for commercial quality and safety standards.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Finishing Pies/Pastry	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, programs, state of art Kitchen Lab.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know how to produce the various commercial pie and pastry finished products. • Understand the different handling and storing procedures for finished pastries and ingredients. • Put into action the various categories of pastry products. • Properly finish and store pies and pastries from each category. • Evaluate the finished products for industry quality standards.	Lesson Sequence 1. Discussion and explanation of commercial and scratch-made pastries and pastry. 2. Model handling and storage procedures for ingredients and finished products. 3. Demonstration of finished pastry and pies. 4. Guided practice producing pastries of each category. 5. Evaluate finished pastry products of each classification for industry standards.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Pies/Pastries
Created:	William Doring	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Cakes and Cake Decorating
Unit Summary: In this module, students will gain the ability to produce and evaluate cakes, frostings, and icings in professional terms. They will also prepare and decorate cakes using commercial formulas, mixes, dough, tools, and equipment.					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students who master the ability to mix, bake, frost, ice, decorate, store, and merchandise cakes for all occasions will be more marketable in the food service, baking, and pastry professions.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	9.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain

CPI#:	Cumulative Progress Indicator (CPI):
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- What are the three basic cake categories? Identify them and list their characteristics.
- When decorating cakes, we have a choice between three categories of frostings/icings; what are the considerations to be made when decorating cakes?
- The professional bake shop employs five mixing methods. Which appropriate mixing method applies to each category of cakes and frosting/icings?
- Accurate scaling and proper mixing methods are extremely important for commercial quality baked products. Why?

Unit Enduring Understandings:

- Using industry standard terms and procedures are important for communicating and executing work in the commercial food service setting.
- The process of mixing, panning, baking, finishing and storing cakes to industry standards are important for marketing and profitability.
- The proper preparation and evaluation of the different types of cakes and icings are essential to insure commercial quality standards.
- The 3 cardinal rules of baking scale accurately, mix properly and pan correctly are important steps for creating consistent quality baked goods.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers and promoting profit margins.

Unit Learning Targets:

- Students will be able to define and use the different types of cakes, icings, ingredients, and equipment used in producing commercial quality preparations.
- Be able to prepare from scratch and mixes, cakes, frostings and icings. Show the ability to finish quality cake products.

Evidence of Learning	
Summative Assessment:	18 Days written, oral, and practical.
Equipment Needed:	Kitchen lab, classroom, computers, TV, and DVD player.
Teacher Resources:	"Foundations of Restaurant Management and Culinary Arts", NRA "Professional Chef" text, CIA "Professional Baking" text, Wayne Gisslen "Sure-Food Safety Manual", Susan Algro "Art and Science of Culinary Preparation" text, ACF

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (P.C.R.)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Equipment and Product ID	5 Days, 210 Minutes
Lesson 2 Mix Methods and Decorating Techniques	5 Days, 210 Minutes
Lesson 3 Cake Baking and Decorating	8 Days, 336 Minutes
Teacher Notes: Timelines will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National Restaurant Association, Pro Start
ServSafe National Restaurant Association
Culinary Arts Food Service Management Curriculum, CCAP
Culinary Fundamentals ACF



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Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Equipment and Product ID	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Kitchen Lab,Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the basic equipment and ingredients used for cake baking and decoration. • Categorize the different icing types and handling methods. • Understand the different cake types and preparations. • Prepare cakes and icings using the appropriate equipment. • Evaluate and determine the best suited applications of each cake and icing type.	Lesson Sequence 1. Discussion and explanation of equipment and product use. 2. Model equipment and icings used in commercial settings. 3. Demonstration of cake and icing preparation and decorating. 4. Guided practice reading and executing formulas for cakes and cake decoration. 5. Research and evaluate the different cake types and icings.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration, and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computer, text, videos



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Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Mix Methods and Decorating Techniques	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

Global Awareness — X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy — X Health Literacy

21st Century Skills

X Creativity and Innovation — X Critical Thinking and Problem Solving — X Information Literacy

X Life and Career Skills — X Communication and Collaboration — X Media Literacy — X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Kitchen Lab,Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and understand the basic mixing methods. • Understand the tools and techniques required to decorate. • Know the tools and equipment required to produce industry quality finished cakes. • Apply appropriate mix methods for the different cakes and icings. • Evaluate cake and cake decorating according to industry standards.	Lesson Sequence 1. Discussion and explanation of mixing methods and decorating techniques. 2. Demonstrate equipment ID and proper use. 3. Model cake baking and cake decorating. 4. Guided practice in baking, finishing, and storing cakes. 5. In groups and independently, students will evaluate finished cake products for industry standards.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration, and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computer, text, videos



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Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Cake Baking and Decorating	Time Frame:	8 Days, 336 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Kitchen Lab,Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know and use the basic mixing methods and icing techniques. • Understand the equipment used in baking and decorating cakes. • Demonstrate cake baking and decorating skills. • Produce, finish and store cakes according to commercial standards. • Evaluate finished cake products for quality, appearance and cost effectiveness.	Lesson Sequence 1. Discussion and explanation of cake baking and decorating techniques. 2. Model equipment used for finishing and storing cakes. 3. Guided practice baking, finishing and storing cakes. 4. Students will demonstrate their ability of producing, finishing and storing quality cake. 5. Students will evaluate their work for industry standards of quality.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration, and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computer, text, video



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Practical Arts **Grade Level:** 9-12 **Unit Title:** Cake and Cake Decorating

Created: William Doring **Board Approved on:** Type Here



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Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Specialty Desserts
Unit Summary: Students will be able to prepare and serve desserts and puddings that require careful makeup procedures to ensure food safety and quality standards. These desserts lend themselves extremely well to menus in the various different styles of food service establishments .					
Primary Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway					
21st Century Themes ***X*** Creativity and Innovation ***X*** Critical Thinking and Problem Solving ***X*** ICT Literacy ***X*** Information Literacy ***X*** Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy					
Unit Rationale:	The student will prepare and serve specialty desserts, puddings and creams designed specifically to add depth to menus, and expand the students' culinary skill set.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	9.3.HT, 9.3.HT-RFB, 9.3.ST-SM, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.CR.11-12.1
Content Statements:	Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. Hospitality & Tourism Career Cluster Restaurants & Food/Beverage Services Science & Mathematics Career Pathway SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Reading Domain

CPI#:	Cumulative Progress Indicator (CPI):
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those 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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Unit Essential Questions:

- Specialty desserts lend unique characteristics to a host of diverse menus. What are the characteristics that define puddings and specialty desserts?
  Specialty desserts can be unique to specific cultures; how many classifications of specialty desserts are there and how are they defined?
- There are considerations we must take when creating specialty desserts. What are the steps to ensure food safety and quality of these desserts?
- Specialty desserts require multiple methods and techniques of preparation. What are the various preparations for each category of specialty desserts?

Unit Enduring Understandings:

- The preparation of specialty desserts and sauces should suit the particular restaurant theme.
- The preparation of specialty desserts requires extra attention to ensure food safety and quality standards.
- Evaluating desserts and specialty desserts for quality, taste and eye appeal are essential for marketing and profitability.
- Having a vast repertoire of specialty dessert preparations allows food service professionals to create dessert menus for the many different types of food service operations.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers and promoting profit margins.

Unit Learning Targets:

- Students will be able to classify specialty desserts and determine restaurant types for which they are best suited.

- Be able to prepare puddings and specialty desserts from scratch using and modifying commercial industry formulas and quality standards.



Evidence of Learning	
Summative Assessment:	18 days written, oral, and practical.
Equipment Needed:	Kitchen lab, classroom, computers, TV, and DVD player
Teacher Resources:	"Foundations of Restaurant Management and Culinary Arts", NRA "Professional Chef" text, CIA "Professional Baking" text, Wayne Gisslen "Sure-Food Safety Manual", Susan Algro "Art and Science of Culinary Preparation" text, ACF

Formative Assessments:

- Group and class discussions
- Quizzes, end of segment test, midterm/final
- Writing in the content area
- Portfolio based
- Written, oral, and practical
- Individual and collaborative performance.
- Evidence based selected response (E.B.S.R.)
- Technology enhanced constructed response (T.E.C.R.)
- Prose constructed response (PCR)

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Equipment and Product ID	5 Days, 210 Minutes
Lesson 2 Specialty Dessert Classifications	5 Days, 210 Minutes
Lesson 3 Specialty Dessert Preparation	8 Days, 336 Minutes
Teacher Notes: Timelines will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National Restaurant Association, Pro Start
ServSafe National Restaurant Association
Culinary Arts Food Service Management Curriculum, CCAP
Culinary Fundamentals ACF



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Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Equipment and Product ID	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Kitchen Lab, TV and DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand and use correct terms and methods to produce specialty desserts. • Know the equipment and ingredients required to make specialty desserts. • Be able to classify specialty desserts. • Research dessert categories suitable for the vast different food service types. • Design special dessert menus according to theme and cuisine.	Lesson Sequence 1. Discussion and explanation of desserts, ingredients, and equipment. 2. Demonstrate recipe development and production for special desserts. 3. Model ingredients, equipment, and handling of the different desserts. 4. Guided practice developing dessert recipes and menus. 5. Evaluate dessert menus for the different food service establishment types.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral, and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration, and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, text, computer, videos



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Specialty Dessert Classifications	Time Frame:	5 Days, 210 Minutes

Lesson Components

21st Century Themes

☐ Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Kitchen Lab, TV and DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know the different classifications of special desserts. • Understand the different preparation and handling procedures of desserts. • Demonstrate their knowledge by designing special dessert menus. • Evaluate desserts for quality and specific food service applications. • Prepare, finish, and store different classifications of specialty desserts.	Lesson Sequence 1. Discussion and explanation of dessert classifications. 2. Model the different types of desserts for quality, production, and marketing. 3. Guided practice developing specialty dessert menus. 4. Evaluate finished desserts for quality, appearance, and marketability. 5. Practical evaluations of finished desserts from each category.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation:
Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



SPRINGFIELD PUBLIC SCHOOLS

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Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Specialty Dessert Preparation	Time Frame:	8 Days, 36 Minutes

Lesson Components

21st Century Themes

Global Awareness — X Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy — X Health Literacy

21st Century Skills

X Creativity and Innovation — X Critical Thinking and Problem Solving — X Information Literacy

X Life and Career Skills — X Communication and Collaboration — X Media Literacy — X ICT Literacy

Interdisciplinary Connections: Language Arts, Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, Kitchen Lab, state of the art equipment

Equipment Needed: Classroom, Kitchen Lab, TV and DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know how to use formulas, ingredients and procedures for preparing specialty desserts. • Understand how to adjust formulas for yield requirements. • Put into action producing a sampling of the different special desserts. • Evaluate finished dessert products for eye appeal, quality, taste and marketability. • Create and produce a specialty dessert menu for specific restaurant applications.	Lesson Sequence 1. Discussion and explanation on dessert preparation and marketing 2. model formulas, adjusting them for yield and nutrition considerations. 3. Guided practice producing a variety of specialty desserts for specific restaurant applications. 4. Students will evaluate the finished desserts for quality and marketability. 5. Compare, contrast and critique specialty desserts.	• Discussion • Question and answer • Quizzes • Individual and collaborative work efforts • Written, oral and practical evaluations

Differentiation: Learner-active technology-infused classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral, and practical.

Resources Provided: Kitchen, classroom, computers, text, videos



Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Specialty Desserts
Created:	William Doring	**Board Approved on:**	Type Here		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The *"Strengthening Gifted and Talented Education Act"* defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.

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Cultivating compassionate and extraordinary learners!

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- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.