

Springfield Public Schools
Springfield, New Jersey 07081

Bake Shop II
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

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg, Ed.D.
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

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

Ashley Bauers ~ Coordinator of Visual, Performing & Practical Arts

William Doring ~ Culinary Arts Teacher



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Advanced Quick Breads
Unit Summary: In this module students will classify and prepare with different kinds of chemical leavening agents advanced quick bread/specialty bread recipes. Students will also be able to recreate, adjust and alter basic quick bread formulas for dietary, nutritional and customer base considerations.					
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 ingredients and leavening agents, as well the ability to adjust formulas, are essential for 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.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 different chemical leaveners?
- How do the different chemical leaveners act with different ingredients and heat applications?
- What are the basic mixing methods for quick breads?
- How do we identify the mixing methods to be employed?

Unit Enduring Understandings:

- To be a proficient baker, it is important to know and understand the classifications of quick breads, chemical leaveners, and mixing methods that apply.
- Being able to modify and adjust formulas is an important skill set for professional baking.
- The ability to identify and employ the appropriate mixing methods and techniques is essential for professional bakers.
- Understanding ingredient functions and actions is important in being able to make formula adjustments.
- 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 quick breads, define chemical leaveners, identify and employ appropriate mixing methods, and put into practice modifying and adjusting formulas for dietary, nutritional needs, and customer considerations.



Evidence of Learning	
Summative Assessment:	20 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computer, TV, and DVD Player.
Teacher Resources:	*Professional Baking Text,* Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Quick Breads* Learning Zone Video.

Formative Assessments:

- Ability to classify quick breads.
- Define the different types of chemical leaveners.
- Understanding functions and effects of ingredients.
- Ability to create advanced quick bread preparations.
- Show understanding and practice of appropriate mixing methods.
- Create and adjust formulas for dietary, nutritional and customer considerations.
- Writing in the content area.
- Portfolio-based, NJSLA-style questions.
- Written, oral, and practical.
- Individual and collaborative.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Quick Bread Classifications	5 days/210 minutes
Lesson 2 Ingredients/Mixing Methods	5 days 210 minutes
Lesson 3: Advanced Quick Bread Preparations	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:

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



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 ✔ 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 and classify quick breads. • Know the characteristics of different types of quick breads. • Research, recreate, and adjust quick bread formulas. • Create, prepare and evaluate specialty bread formulas.	Lesson Sequence 1. Discussion and explanation of quick breads . 2. Demonstrate and model quick bread classifications/characteristics. 3. Research, create and adjust quick bread formulas. 4. Evaluate specialty bread preparations.	• Discussion • Q and A • Written oral and practical • Individual and collaborative work efforts

Differentiation:
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:

- Classroom
- Kitchen Lab
- Text
- Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Ingredients/Mixing methods	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, 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: • Will understand the function of ingredients during- baking process. • Identify/employ appropriate mixing methods. • Research, develop and evaluate quick bread formulas. • Test formulas using alternative ingredients.	Lesson Sequence 1. Discussion and explanation of ingredients and mixing. 2. Demonstrate and model mixing methods. 3. Research and evaluate quick bread formulas. 4. Implement specialty bread formulas using alternative ingredients.	• Discussion • Q and A • Quizzes • Practical Evaluations • Individual and collaborative work. • Written, oral, and practical.

Differentiation:

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 Lab
- 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:	Advanced Quick bread Preparations	Time Frame:	8 days 336 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, 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: • Perform the process of making advanced quick bread and specialty bread preparations. • Apply appropriate methods and techniques. • Identify and evaluate finished quick breads. • Properly store and serve finished specialty breads.	Lesson Sequence 1. Discussion and explanation of preparations. 2. Demonstrate and model methods and techniques. 3. Practical production of advanced quick bread and specialty bread preparations. 4. Evaluate finished baked products for quality and presentation.	• Discussion • Q and A • Practical Evaluations • Individual and collaborative work • Written, practical and oral • Quizzes

Differentiation:

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 Lab
- Classroom
- Computer
- 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:** Advanced Quick Breads

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



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Advanced Yeast Raised Doughs
Unit Summary: The Goal of this module is for students to be able to produce quality complex yeast raised dough products using commercial formulas, as well as being able to make adjustments to formulas for dietary, nutritional and customer considerations.					
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 develop skills needed to produce complex yeast raised dough products that meet commercial baking 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. 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:

- What are the 3 types of yeast used in a commercial bake shop?
- How do the different types of yeast differ in characteristics, handling and in the finished baked product?
- How are yeast-raised rich and lean doughs defined?
- What is fermentation, and how do different ingredients affect it?
- What are the 3 ingredients all yeast-raised doughs need to facilitate fermentation?

Unit Enduring Understandings:

- A system of classifications are used for commercial yeast and yeast-raised products.
- Different types of yeast have specific handling methods and affect the outcome of the finished bake goods.
- Fermentation is affected by ingredients and atmosphere and can be controlled only by altering temperature and humidity.
- Yeast-raised dough production must be prepared using commercial formulas, methods, techniques, and require exact discipline.
- Understand ingredient selection, practical and sustainable foods to reduce the carbon footprint all while supporting local suppliers, growers, and promoting profit margins.



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Learning Targets:

Students will....

- Be able to classify yeast-raised dough products, understand the effects of ingredients, time and temperature have on fermentation, as well understand how to make needed adjustments for alternative ingredients, time and temperature changes.
- Be able to scale, mix, shape, proof, bake, and finish all classifications of yeast-raised dough types and applications.

Evidence of Learning	
Summative Assessment:	10 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computer, TV and DVD player.
Teacher Resources:	*Professional Baking Text,* Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Yeast Breads* Learning Zone Video.

Formative Assessments:

- Ability to identify and define the classifications of yeast.
- Ability to handle the different forms of commercial yeast types.
- List and describe the production stages used in commercial yeast raised dough production.
- Evaluate the effects of yeast with other ingredients.
- Define terms used in advanced complex yeast raised dough production.
- Compare and contrast rolled in, rich and lean yeast raised dough products.
- Writing in the content area.
- Portfolio-based,PNJSLA style questions.
- Written, oral and practical.
- Individual and collaborative.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Yeast Raised Dough Ingredients	5 days 210 minutes
Lesson 2 Yeast Dough Classifications	5 days 210 minutes
Lesson 3 Advanced Yeast Dough production	8 days 336 minutes
Teacher Notes: Timeline will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

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

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Yeast Raised Dough ingredients	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: • Define production of yeast raised dough products. • Know techniques and methods for producing yeast doughs. • Research and evaluate how different ingredients affect yeast dough fermentation. • Explain the process of commercial yeast raised dough production.	Lesson Sequence 1. Discussion and explanation of commercial yeast raised dough products. 2. Demonstrate and model ingredients used in yeast dough production. 3. Identify equipment and ingredients. 4. Practice the production steps for commercial yeast dough.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Individual and collaborative work • Quizzes

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Yeast Dough Classification	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, state of art Kitchen Lab.

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define yeast dough classifications. • Know the different handling procedures for each dough classification. • Identify the dough classifications by listed ingredients. • Put into action the steps in handling and producing the various yeast dough classifications.	Lesson Sequence 1. Discussion and explanation of the various yeast dough classifications. 2. Demonstrate and model the different dough types. 3. Practice producing yeast raised doughs from each category. 4. Evaluate yeast raised doughs for different characteristics from the various dough categories.	• Discussion • Q and A • Practical Evaluations. • Written, oral and practical. • Quizzes. • Individual and collaborative work.

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Advanced Yeast Raised Dough Production.	Time Frame:	8 days 336 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, state of art Kitchen Lab.

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define commercial yeast raised dough formulas. • Understand the steps for producing complex yeast doughs. • Know how and put into action producing advanced yeast raised dough productions. • Produce, finish store and evaluate complex yeast doughs.	Lesson Sequence 1. Discussion and explanation of commercial yeast dough production. 2. Demonstrate and model steps for producing complex dough formulas. 3. Identify characteristics from each of the complex yeast dough categories. 4. Put into practice and evaluate all the steps for advanced yeast dough production.	• Discussion • Q and A • Practical Evaluations. • Written, oral and practical. • Quizzes. • Individual and collaborative work.

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

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:** Advanced Yeast Raised Raised Doughs

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



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Petit fours/Pick up Desserts

Unit Summary: Students will be able to prepare rolled, dropped, bagged, ice box, sheet, bar cookies and pastries using commercial formulas and products. Students will also modify formulas, critique and evaluate the quality of finished Petit Four 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 Petit Fours and pick up desserts using commercial industry standards and formulas. They will also be able to modify formulas for quality, dietary, nutritional and customer 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. 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 different categories of Petit Fours and other pick up desserts?
- How are the various categories defined/Distinguished?
- Which mix methods/procedures are used for the different categories of pick up desserts?
- What are the possible effects of over mixing delicate baked good doughs?

Unit Enduring Understandings:

- Different types/styles of Petit Fours and pick up desserts require different make up procedures such as mixing, panning, baking, finishing and storing.
- Different leavening agents which require different handling procedures are required for the various categories of pick up desserts.
- Being able to identify mixing methods by the 1st set of ingredients in a formula is essential for efficient commercial quality baking.
- Using appropriate mix methods, equipment, procedures and avoiding over mixing are key fundamentals for high quality delicate 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 Petit fours and pick up desserts and their makeup.
- Be able to produce the different categories of pick up desserts, with the ability to modify formulas for quality, dietary, nutritional and customer considerations and yield requirements.



Evidence of Learning	
Summative Assessment:	10 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computer, TV and DVD player.
Teacher Resources:	*Professional Baking* Text, Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Cookies and Brownies* Learning Zone.

Formative Assessments:

- Define terms related to Petit Four and pick up dessert production.
- Distinguish different dough types and their make up.
- Produce basic dough formulas for each of the pick up dessert categories.
- State and evaluate desserts for commercial quality standards.
- Adjust formulas and yields according to required needs and specifications.
- Modify formulas for quality and nutritional standards
- Writing in the content area.
- Portfolio based, NJSLA style questions.
- Written, oral and practical.
- Individual and collaborative.

Lesson Plans	
Lesson	Time Frame
Lesson 1 Pick Up Dessert Classifications	2 days 84 minutes
Lesson 2 Mixing and Baking Methods and Techniques	2 days 84 minutes
Lesson 3 Petit Four Production	6 days 252 minutes
Teacher Notes: Timeline will be adjusted as needed.	

Curriculum Development Resources/Technology Resources:

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

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template					
Content Area:	Practical Arts	Lesson Title:	Pick Up Dessert Classifications	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, 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 pick up dessert categories. • Distinguish dough types and makeup. • Know and explain the different classifications • Understand the different production needs. • Research and evaluate formulas.	Lesson Sequence 1. Discussion and explanation of dessert categories. 2. Demonstrate and model the make up techniques. 3. Practice preparation, panning, baking and finishing Pick up desserts. 4. Independently and collaboratively research and evaluate makeup of each dessert category.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:
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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Mixing Baking Methods and Techniques	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, state of art Kitchen Lab.

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define terms related to dessert production. • Know the proper methods and techniques for preparing pick up desserts. • Using appropriate methods and techniques produce a recipe for each category of dessert. • Research and evaluate finished products for proper use of methods and techniques.	Lesson Sequence 1. Discussion and explanation of methods and techniques. 2. Demonstrate and model appropriate mixing methods. 3. Put into practice producing desserts from each category. 4. Individually and in groups evaluate dessert products for proper methods, techniques and procedures.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Petit Four Production	Time Frame:	6 days 252 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, state of art Kitchen Lab.

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define terms related to Petit Four Production. • Know the proper production methods for preparing Petit Fours. • Understand mixing, panning and baking methods. • Research recipes, produce, finish and evaluate Petit Fours.	Lesson Sequence 1. Discussion and explanation of terms. 2. Demonstrate and model proper mixing and baking methods/techniques. 3. Practice producing the various types of Petit Fours. 4. Individually and collaboratively evaluate Petit Fours for appropriate mixing, baking and finishing techniques.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



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:** Petit Four Pick Up Desserts

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



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Pies, Pastries and Tortes
Unit Summary: Students will learn to prepare complex doughs such as puff pastry, danish, pate choux, used in pastry and torte production. They will learn to bake, fill and finish different forms of pies, pastries and tortes 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 categories/classifications of pies, pastries and tortes from scratch using commercial food service industry standards for quality and wholesomeness.				
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.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 different pie, pastry and torte classifications?
- How are the various pastry doughs handled in terms of mixing, types of fat, time and Temperature?
- What are the 3 classifications of fillings?
- How are the different fillings handled in terms of cooking, handling and storing?

Unit Enduring Understandings:

- The different pie, pastry and torte classifications require different cooking, baking and handling techniques/methods.
- Production techniques/methods vary according to time, temperature, food safety and quality standards.
- Ingredients for pie, pastry and torte fillings need to be selected to ensure freshness and quality.
- Understanding efficient baking, filling and finishing processes of pastries is essential for producing cost effective quality 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 explain terms, vocabulary, methods and techniques used in the production of pies, pastries and tortes.
- Be able to read, understand, produce and modify formulas for pies, pastries and torts according to commercial industry standards of quality.



Evidence of Learning	
Summative Assessment:	10 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computers TV and DVD player
Teacher Resources:	*Professional Baking* Text, Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Pies and Pastries* Learning Zone Video.

Formative Assessments:

- Show understanding of terms, methods and techniques.
- Define market forms of commercial pies, pastries and tortes.
- Know how to read, modify and produce commercial formulas.
- Prepare, bake, finish and store quality pastries of rac category according to industry standards.
- Evaluate, compare and contrast the different doughs used in pastry production.
- Understand industry standards as they apply to production, finishing, storing and marketing Pastries.
- Writing in the content area.
- Portfolio based, NJSLA style questions.
- Written, oral and practical.
- Individual and collaborative.

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, Pastries and Tortes	6 days 252 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:

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



SPRINGFIELD PUBLIC SCHOOLS

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

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 ✔ 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 used for commercial pastry production. • Know the different dough types of the various pies, pastries and tortes. • Identify the 3 basic pastry doughs and fillings. • Evaluate quality commercial pastry preparations.	Lesson Sequence 1. Discussion and explanation of terms. 2. Demonstrate and model the different commercial forms of ingredients. 3. Practice from start to finish the steps to produce commercial quality pastries. 4. Evaluate commercial doughs, fillings and finished products.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Text/Videos
- Computers



SPRINGFIELD PUBLIC SCHOOLS

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

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 ✔ 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, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the different classifications and applications of pastry doughs. • Know the preparation and handling procedures. • Place into action producing pastry doughs according to commercial specifications. • Evaluate ready made and scratch made doughs for quality and price.	Lesson Sequence 1. Discussion and explanation of different pastry doughs and applications. 2. Demonstrate and model pastry dough production. 3. Practice producing the various doughs used in pastry production. 4. Evaluate differences in ready made and scratch made doughs according to industry standards.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:
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:

- Classroom
- Kitchen Lab
- 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, Pastries and Tortes	Time Frame:	6 days 252 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, Kitchen Lab, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know how to produce and finish the various commercial pastry products. • Understand the different handling and storage procedures for the different pastries and ingredients. • Properly finish and store pies, pastries and tortes. • Evaluate finished products for industry standards of quality.	Lesson Sequence 1. Discussion and explanation of commercial and scratch made pastries and pastry products. 2. Demonstrate and model proper handling and storage procedures for ingredients and finished product. 3. Practice producing pastries of each category. 4. Evaluate finished pastry products of each classification for industry standards.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Computers, Text/Videos



SPRINGFIELD PUBLIC SCHOOLS

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

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, Pastry and Tortes

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



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Cakes and Cake Decorating
Unit Summary: Students will gain the ability to produce and evaluate cakes, frostings, and icings of all classifications in professional terms. Students will also prepare and decorate cakes using commercial formulas, mixes, doughs, 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:	To be more marketable in the food service, baking and pastry profession students need to master the skills and ability to mix, bake, frost, ice, decorate, store and merchandise cakes for all occasions.				
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.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 different classifications of cakes, frostings and icings, how are they defined?
- How are the different categories of cakes, frostings, and icings prepared, handled and stored?
- Which appropriate mix method applies to the different categories of cakes?
- Why is accurate scaling and proper mixing important for commercial quality baked products?

Unit Enduring Understandings:

- Using industry standard terms and procedures are important for communicating and executing work in the commercial bake shop, 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 cakes, frostings 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, frostings, icings, ingredients and equipment used for producing commercial quality baked goods.
- Students will be able to prepare from scratch and mixes cakes, frostings and icings, also show the ability to finish quality cake products.



Evidence of Learning	
Summative Assessment:	20 days written, oral and practical.
Equipment Needed:	Kitchen Lab, Classroom, Computer TV and DVD player.
Teacher Resources:	*Professional Baking Text,* Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Cakes and Cake Decorating* Learning Zone Video.

Formative Assessments:

- Define terms and vocabulary used in commercial bakeshop settings.
- List mixing methods for each cake, frosting and icing classification.
- Prepare and finish cakes, frostings and icings from each category.
- Finish cakes using commercial quality baking standards.
- Evaluate finished products for quality and cost according to industry standards.
- State factors that affect the outcome of unassembled and finished products.
- Writing in the content area.
- Portfolio based, NJSLA style questions.
- Written, oral and practical.
- Individual and collaborative.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Equipment and Product ID	5 days 210 minutes
Lesson 2 Mixing Methods and Decorating Techniques	5 days 210 minutes
Lesson 3 Cake Baking Finishing 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:

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



SPRINGFIELD PUBLIC SCHOOLS

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

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 ✔ 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, Kitchen Lab, TV and DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify basic equipment and ingredients used in cake baking and decorating. • Understand and categorize the different cake,frosting and icing types. • Prepare cakes, frostings and icings using appropriate equipment, methods and techniques. • Evaluate and determine best suited equipment, ingredients and applications for each category of cake frosting and icing.	Lesson Sequence 1. Discussion and explanation of equipment and product use. 2. Demonstrate and model equipment, tools and ingredients used for cake baking and decorating. 3. Practice reading and executing commercial formulas for cakes and cake decorating. 4. Research and evaluate different cake, frosting and icing types and determine their best suited use.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation: 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:

- Classroom
- Kitchen Lab
- Computers
- Text and Videos



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	Practical Arts	Lesson Title:	Mixing Methods and Decorating Techniques	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, Kitchen Lab, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and understand the basic mixing methods. • Identify and understand the equipment, tools and technique used to decorate cakes. • Apply the appropriate mixing methods for cakes, frosting 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 and model equipment ID and use. 3. Practice cake baking decorating. 4. Independently and collaboratively evaluate finished cake products and compare them to industry standards.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Computers
- Text and Videos



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template					
Content Area:	Practical Arts	Lesson Title:	Cake Baking Finishing and Decorating	Time Frame:	8 days 336 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 and understand the basic mixing methods and decorating techniques. • Know and understand equipment and tools for decorating. • Produce, finish and store cakes according to commercial quality standards. • Evaluate finished cake products for quality appearance and cost effectiveness.	Lesson Sequence 1. Discussion and explanation of cake baking and decorating. 2. Demonstrate and model equipment and tools for finishing cakes. 3. Students will produce, finish and store quality cake products. 4. Independently and collaboratively evaluate finished cake products for industry standards of quality.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Computers
- Text and Videos



SPRINGFIELD PUBLIC SCHOOLS

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

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:** Cakes and Cake Decorating

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



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Practical Arts	**Grade Level:**	9-12	**Unit Title:**	Creams, Custards and Puddings
Unit Summary: Students will be able to prepare and serve dessert creams, custards and puddings that require careful makeup procedures to insure food safety and quality standards. These desserts lend themselves extremely as a dessert by them-self or incorporated into other baked products and goods.					
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 prepare and serve specialty desserts, puddings, creams and custards designed specifically to add depth to various different styles of food services and menus, as well the students culinary baking 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:	1Core 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.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 characteristics that define creams, custards, puddings and specialty desserts?
- When creating specialty desserts, there are mandatory considerations to insure food safety and quality, what are they?
- What are the various preparations, methods, and techniques used in creating specialty desserts?

Unit Enduring Understandings:

- The production of specialty desserts and sauces should suit the particular food establishment's 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 is essential for marketing.
- Having a vast repertoire of specialty dessert preparations allows food service professionals to develop dessert menus for many types of food service establishments and profitability.
- 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 how to market them.
- Students will be able to prepare creams, custards, puddings and specialty desserts using and modifying commercial industry formulas and quality standards.



Evidence of Learning	
Summative Assessment:	20 days written, oral and practical.
Equipment Needed:	KitchenLab, Classroom, Computers, TV and DVD player.
Teacher Resources:	*Professional Baking Text,* Wayne Gisslen. *Understanding Baking and Advanced Baking and Pastry Arts,* Joseph Amendola and Donald E Lundberg. *Baking Basics Pudding and Creams* Learning Zone Video.

Formative Assessments:

- Define terms related to specialty dessert preparations.
- Classify specialty desserts.
- Understand and modify commercial formulas and recipes.
- Student evaluations of specialty desserts pudding and creams for taste, presentation,overall quality, marketability, and profitability.
- The ability to create dessert menus to suit the many different types of cuisines and various food service establishments.
- Writing in the content area.
- Portfolio-based, NJSLA style questions.
- Written, oral, and practical.
- Individual and collaborative.

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 Preparations	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:

Culinary Arts and Food Service Management Curriculum Outline CCAP

National Restaurant Association

American Culinary Federation

ServSafe

Culinary Institute of America Understanding Baking and Advanced Baking and Pastry Arts



SPRINGFIELD PUBLIC SCHOOLS

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

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 ✔ 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, Kitchen Lab, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand and use correct terms, methods, and techniques related to specialty desserts • Know the equipment and ingredients required to produce creams, custards, and puddings. • Research and classify dessert categories suitable for the many different styles of food services. • Design dessert menus according to them and or cuisine.	Lesson Sequence 1. Discussion and explanation of desserts, ingredients, and equipment. 2. Demonstrate and model recipe development using appropriate equipment and ingredients. 3. Practice developing dessert recipes, menus for specific food service types. 4. Evaluate dessert menus for the many different cuisines and food establishment types.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- Computers
- Text and Videos



SPRINGFIELD PUBLIC SCHOOLS

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 ✔ 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, Kitchen Lab, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know the different classifications of puddings, creams and specialty desserts. • Understand the different preparation and handling procedures. • Demonstrate knowledge of special dessert classification and menus. • Evaluate desserts for quality and specific food service applications.	Lesson Sequence 1. Discussion and explanation of the various dessert classifications. 2. Demonstrate and model desserts from each classification. 3. Practice developing dessert menus classified by type of food service. 4. Evaluate desserts from each category for appearance quality and marketability.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation:

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:

- Classroom
- Kitchen Lab
- 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:	Specialty Dessert Preparations	Time Frame:	8 days 336 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, Kitchen Lab, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Know how to properly use formulas, procedures, and ingredients. • Understand how to adjust formulas for yield, nutritional, and customer considerations. • Put into action preparations from the many different classifications of desserts. • Evaluate finished dessert products for eye appeal, taste, overall quality, and marketability.	Lesson Sequence 1. Discussion and explanation of dessert preparation and marketing. 2. Demonstrate and model adjusting formulas for nutritional, customer, and yield considerations. 3. Practice producing a variety of specialty desserts for specific restaurant applications. 4. Compare, contrast, and critique desserts for appropriate menu application, overall quality, and marketability.	• Discussion • Q and A • Practical Evaluations • Written, oral and practical • Quizzes • Individual and collaborative work

Differentiation: 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:

- Classroom
- Kitchen Lab
- 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:**	Creams, Custards and Puddings
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.

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.