

Fundamentals of Baking 2

5.0 credits

New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Course Description

This course is designed to provide learners with the comprehensive understanding of basic baking ingredients, techniques and procedures used in creating baked goods and pastries. Baking Fundamentals level 2 or Baking 2 explores a wide range of topics designed to set students on the path of becoming more proficient and accomplished bakers.

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| <p>While emphasis is placed on theory and technique. Student progress is assessed by the practical knowledge of using various baking tools and equipment to utilize baking ingredient to create basic cakes, pastries, yeast breads and confections.</p> <p>Students in Level 2 full year programs will spend 1st semester reviewing and reinforcing prior level 1 basic knowledge of culinary as well as beginning baking skills.</p> <p>Semester 2 will begin to introduce more advanced baking skills and always reinforcing and reviewing time management and practice good safety and sanitation procedures in the classroom environment.</p> | | | |
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| <table border="1" style="width: 100%;"> <tr> <td style="width: 65%;">Course Title: Baking Fundamentals level 2/Baking 2</td> <td style="width: 35%;">Grade level: 10-12</td> </tr> </table> | | Course Title: Baking Fundamentals level 2/Baking 2 | Grade level: 10-12 |
| Course Title: Baking Fundamentals level 2/Baking 2 | Grade level: 10-12 | | |
| <p>Unit 1: Introduction to Baking/ Professionalism/Tools and equipment for baking/Mise En Place/review kitchen measurement/Safety and sanitation practices. Basic products will be reviewed such as cookies and cookie bars.</p> | <p>Dates for Units 4weeks September 2018</p> <p>Chapter 2 Tools and Equipment for the Bakeshop. Pages- 23-46</p> <p>Chapter 3 Principles of Baking. Pages 51-60</p> <p>Chapter 5 Mise En Place Pages 125-139</p> | | |
| <p>Unit 2: Baked Goods and Ingredients/ Introduce and review baking ingredients/ Formulas and understanding recipes/kitchen math/safety and sanitation practices/ Review important of leavening agents and ingredients/ Science of baking. Seasonal quick breads and pastries. Review Chocolate briefly for seasonal aspect of baking.</p> | <p>Dates for Units 4 weeks October 2018</p> <p>Chapter 4 Bake Shop Ingredients. Pages 67-113.</p> <p>Chapter 4 pages 68-69 pages 73-74</p> <p>Chapter 6 pages 143-145 and pages 143-153</p> | | |
| <p>Unit 3: Yeast Dough /Doughs and sweet dough/seasonal pastries/understanding the processes of Yeast production./chemical and temperature mixing methods. Stages of yeast bread and understanding formulas. Yeast breads will be practiced.</p> | <p>Dates for Units 4 weeks November 2018</p> <p>Chapter 7 Yeast Breads. Pages 173-2018</p> <p>Chapter 7 Page 190-191.</p> <p>Chapter 7 Page 237</p> | | |

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| <p>Unit 4: Specialty pastries/ Holiday pastries and cookies/ Emphasis put on more elaborate cookies and pastries for holiday season. / Using cookies and bar cookies to practice and review. Project 2 cookie production.</p> | <p>Dates for Units 3 weeks December 2018 Chapter 10 Cookies and bar cookies Pages 315-327</p> |
| <p>Unit 5: Laminated doughs and Pastries./Using various yeast and laminated doughs will introduce more doughs such as puff pastries and French pastries.</p> | <p>Dates for Units 3/4 weeks. January 2019 Chapter 8 pages 237-252</p> |
| <p>Unit 6: Cakes and Icings/ Begin working on basic small cakes and types of frostings and icings. Buttercream review. Royal and meringue frostings. Project 3 valentine cake.</p> | <p>Dates for Unit 3 week. February 2019 Chapter 13 Fondant and cake decorating, Cakes and Icings. Pages 441-479</p> |
| <p>Unit 7: Pies and tarts, /Pie dough production/ Scones and biscuit doughs</p> | <p>Dates for Unit 4/5 weeks. March 2019 Chapter 11 Pies and Tarts. Pages 365-386</p> |
| <p>Unit 8: Pastry elements/ Custards, crepes, sauces etc.</p> | <p>Dates for Unit 3 weeks. April 2019 Chapter 12 Pages 409-422</p> |
| <p>Unit 9: review of all pastry foundations and products. In preparation for final projects.</p> | <p>Dates for Unit 4/5 weeks May into June 2019 Review all chapters for project creation.</p> |
| <p>Date Created/Revised: 07/2018</p> | <p>Board Approved On:</p> |

**Lower Cape May Regional School District Curriculum
Unit 1-9 Overview of Fundamentals of Baking/Baking 2**

Content Area: Level 2 Baking Fundamentals. Full year course of study.

Text book reference : On Baking 2nd edition. Pearson.

**Unit 1- Chapter 1 Professionalism
Chapter 2 Tools and Equipment**

Professionalism outlines the role of baker and food service operation.

Review of safety and sanitation procedures.

Tools and Equipment Chapter 2 encompasses all tools and equipment used in the professional bake shop. Students will review and reinforce knowledge of Baking 1 semester course.

Unit 2 Baked Goods and ingredients

Chapter 3 Principles of Baking

***Includes the following**

Mixing methods

Heat transfer and science of baking.

Baking and cooking methods

Baking process

Science of taste and flavors.

Chapter 4 Bakeshop Ingredients

• Includes the following

Ingredient used in baking

Thickeners

Fruits

Flavorings

Specialty ingredients, Chocolate.

Unit 2 Chapter 4 Mise En Place

• Includes Formulas and recipes

Measurement review

Formula conversions

Review knife skills for baking application

Prep of ingredients

Preparing to bake.

Cookies and bar cookies

Using Chapter 6 Quick breads

• Review of Chemical leavening agents

Mixing methods

Additional quick breads and formulas.

Unit 3 Yeast Doughs

Unit 3 Yeast doughs Chapter 6

- **What is Yeast**
Production and stages of yeast production
Preparing yeast breads/formulas.

Unit 4 Chapter 8

- **Enriched yeast doughs**
Specialty doughs.

Unit 5 Chapter 9

Laminated doughs and review.

- **Puff pastries and Phylo Doughs**

Unit 6 Chapter 13

Cakes and Icings

- **Making basic cakes**
Assembly of cakes
Frostings and Icings
Types of icings i.e. Buttercreams, royal cooked.
Additional cake formulas and mixing methods.

Unit 7 Chapter 11

Pies and Tarts

- **Pies Custards, fruit**
Tarts
Pastry elements
Meringue, crepes, eclairs.

Unit 8 Chapter 14 Custards creams and Sauces,

- **Dessert creams**
Review and include pies and custards.

Unit 9 Review all aspects of Pastry production.

- **Students will be reviewing and selecting projects which will incorporate skills acquired during the year long course.**
- **During the year the students will also select projects for periodic assessment.**
Fall project
Winter project
Final Project.
- **Semester written and practical assessments will be given.**

INTERDISCIPLINARY CONNECTIONS

English Language Arts

- . Close reading of industry related content
- . Word wall for industry vocabulary
- . Utilize culinary terminology daily to better communicate procedures, tools, and technique.

Social Studies/History

- . Research prominent individuals in the Culinary /Baking profession
- . Research history of Chocolate
- . Research history of breads

World Language

- . Using other languages i.e Spanish create a translates index of industry vocabulary for bilingual students.
- . Have a better understanding of the origin of language of various food vocabulary.

Math

- . Utilize conversion factors to increase and decrease yields.
- . Determine Volume using mathematic formulas.
- . Perform basic math conversions, ounces grams etc.

Fine Arts

- . Create end of semester show pieces of cakes and pastries.
- . Create posters used as marketing tools for bakery.
- . Create showcase for school events.
- . Show items created for various events.

Science

- . Understand that baking is science.
- . Understand chemical reactions that occur during baking process.
- . Analyze role of basic ingredients and their multiple roles and uses.
- . Understand environmental impacts of careers in industry.

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| 21 Century Themes, Skills, and Standards | |
| | Educational Technology Standards |
| | 8.1.12.A1, 8.1.12B.2, 8.1.12D.1 8.1.12. F.1 |
| Technology Operations and Concepts | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| Creativity and innovation | Apply previous content knowledge by creating and piloting digital learning game or tutorial |
| Critical Thinking problem solving. | Evaluate the strengths and limitations of emerging technologies and their impact on educational. Career, personal and or social needs. |
| Career Ready Practices | |
| Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked | |
| http://www.state.nj/education/cccs/2014/career | |
| In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21 Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence. | |
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| Mission: 21 st century life and career skills enable students to make informed decisions that prepare them to engage as active citizen in a dynamic global society and to successfully meet the challenges and opportunities of the 21 st century global workplace. | |
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| <p>Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical education (CTE) programs to foster a population that</p> <ul style="list-style-type: none"> -Continually self- reflects and seeks to improve the essential life and career practices that lead to success. -Uses effective communication and collaboration skills and resources to interact with a global society. -Is financially literate and financially responsible at home and in the broader community. -Is knowledgeable about careers and can plan, execute and alter career goals in response to changing societal and economic conditions. -Seeks to attain skill and content mastery to achieve success in a chosen career path. |
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| <p>The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 9.2 and 9.3 which are outlined below.</p> |
| <p>The 12 Career Ready Practices as outlined above.</p> |
| <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge habits and skills that must be mastered in order for students to make informed decisions about personal finance.</p> <p>9.2 Career Awareness, Exploration and Preparation This standard outlines the importance of being knowledgeable about one’s interests and talents and Being well informed about postsecondary and career options, career planning and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> |
| <p>For students to be college ready and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future, personal, educational, work and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the</p> |

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| success of our society, | |
| References <ul style="list-style-type: none">- Partnership for 21st Century skills. http://www.p21.org/ | |
| Common Core <ul style="list-style-type: none">-Science Communications-SS Communications-Technological Communication (Reading, Writing, Speaking, Language.) | NJCCS <ul style="list-style-type: none">-Science Content-Social Studies Content-Technology Content-Visual and Performing Arts Content JCCS <ul style="list-style-type: none">- Health and PE Content- 21st Century Life and Careers- World Language Content. |

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| New Jersey Student Learning Standards |
| 9.3 Career and Technical Education |
| Career Cluster: Hospitality and Tourism |
| Target Course/Grade Level: 10-12 |

- 9.3 HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality and tourism career pathway.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedure in food and beverage facilities.
- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update enhance practice.
- 9.3.HT-RFB.8 Implement standard operating procedure related to food and beverage production and guest services.
- 9.3 HT-RFB.9 Describe career opportunities and qualifications in the restaurant food service industry.
- 9.3 HT-RFB.10 Apply listening, reading, writing, speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.3 .HT-TT.2 Apply unit conversion skills to compute cost factors.

COMMON CORE STATE STANDARDS (CCSS)

CCSS- English –Language Arts

Key Ideas and Details:

-CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. including determining where the text leaves matters uncertain.

Research to Build and Present Knowledge

-CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question. (Including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON CORE STATE STANDARDS (CCSS)

CCSS- MATH

Make inferences and justify conclusions for sample surveys, experiments, and observational studies:

-CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purpose of and difference among sample

surveys , experiments and observational studies; explain how randomization relates to each.

Lower Cape May Regional School District Fundamentals of Baking level 2 Unit 1/9 Overview

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| Content Area: | Course : Fundamentals of Baking |
| Target Course/ Grade Level | Fundamental of beginning baking and pastry Grades 10-12 |
| Unit Summary: | Student will gain a basic understanding of baking techniques and methods. |
| | New Jersey Student Learning Standards (NJSLS) |
| | 9.3HT-RFB.2, 9.3 HT-RFB.4, 9.3 HT-RFB.7, 9.3 HT-RFB.8 ,9.3 HT-RFB.10 |
| | Common Career Technical Standards (CCTC) |
| | HT-RFB.2. HT-RFB.4, HT-RFB.7, HT-RFB.8, HT-RFB.10, HT-TT.2 |
| | Common Core State Standards (CCSS) RL 11-12.1,W 11-12.7, HSS.IC B.3 |
| | UNIT 1-9 Fundamentals of Baking level 2. Units 1-4 will concentrate on basic baking fundamentals. Unit 1-4 Review Baking techniques , tools, measurement review, formulas, Mise En place.. |

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| | <p>Unit 4-9 Baked goods and Ingredients Review and understand how baking works, Science of ingredients, science of baking processes and leavening agents. Introduce new concepts and be able to build on student knowledge</p> |
| | <p>NJSLS; 9.3HT-RFB.2 9.3 HT-RFB.7, 9.3HT-RFB.8 9.3 HT-RFB.10</p> |
| | <p>CCTC HT-RFB.2, HT-RFB.7, HT-RFB.8, HT-RFB.10</p> |
| | <p>CCSS; W 11-12.7 HSS.IC.B.3 RL 11-12-1</p> |
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| <p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How does baking differ from cooking • Why is it important to identify and use proper tools to accomplish a given task? • Which important kitchen task needs to be performed on a daily basis <p>SAMPLE ACTIVITIES</p> <p>Practical application</p> <ul style="list-style-type: none"> - Prepare basic cookie dough and recipes using weights, measure and related kitchen equipment. | <p>Unit Enduring Understandings:</p> <p>Skills and Indicators</p> <ul style="list-style-type: none"> • Maintaining a clean and orderly work space • Proficient use of scales and measuring tools • Proficient uses of various kitchen tools and equipment. <p>RESOURCES</p> <p>On Baking text Baking fundamental workbook Worksheets Vocabulary worksheets Additional culinary texts</p> <p>Handwashing video Safety and Sanitation information . Handwashing video-consumered.org. Overhead projector information Internet sites and use of blogs. Food and Safety and sanitation. training</p> |
| <p>STUDENT LEARNING OBJECTIVE</p> <ul style="list-style-type: none"> • Identify essential baking tools and equipment and their uses. | <p>STUDENTS WILL BE ABLE TO</p> <p>Prepare batters using weights and measurement</p> |

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| <ul style="list-style-type: none">● Demonstrate proficiency of using small and large kitchen equipment in a safe organized manner● Understand basic kitchen rules and safety and sanitation procedures● Why is important to follow safety and sanitation procedures● What are proper procedures for labeling, wrapping and storing items. | <p>tools</p> <p>Work safely with others in groups in a kitchen setting.</p> <p>Practice good organizational skills in kitchen setting.</p> <p>Be proficient with measurements in various mediums.</p> <p>Understanding of Mis en Place</p> <p>Daily execution of proper handwashing techniques</p> <p>Serve as Sous chef and kitchen assistant on a rotating basis.</p> <p>Understanding of proper uniform, shoes and hair in kitchen.</p> |
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| <p>Interdisciplinary Connections:</p> |
| <p>NJSLS: 9.3 HFB. 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10</p> |
| <p>CCTC: HT-RFB.2, HT-RFB.4 HT-RFB.7, HT-RFB.8 , HT-RFB.10</p> |
| <p>CCSS: HSS. IC.B.3</p> |

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| <p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What role does each ingredient play in the baking process? • How does the composition of flour determine its effect on final product? • .Why are fresh and preserved foods used in baking? • How are flavoring incorporated in products • What are Hydrocolloids and how are they used in baking | <p>Unit Enduring Understandings: Skills</p> <ul style="list-style-type: none"> • Proper scaling ad sifting of flour, sugar and butter. • Differentiating between wet and dry ingredients. • How to separated egg and yokes • How to cut in fats to batters • Using various specialty ingredients in products. |
| <p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • How to properly measure and scale • How to cut in fats into dry ingredients • Understand the method of “creaming” • How to organize and select ingredient for the process. • Be safe and sanitary in the kitchen setting. • Select proper formula and execute it • Work effectively in groups • Communicate with others. | <p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Prepare recipes and formulas • Prepare basic recipes that incorporated given ingredients • Understand various culinary and baking vocabulary. • Understand various cookin and bkain techniques. |

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| Lower Cape May Regional School District (Introduction to Baking 1) Curriculum Unit 3 Overview | |
| Content Area: Fundamentals of Baking | |
| Unit Title: Yeast doughs and Batters | |
| Target Course/Grade Level: 10-12 | |
| Unit Summary: Apply knowledge to work with Yeast dough and batters, Understand batter for cakes vs Yeast dough fermentation and production | |
| Interdisciplinary Connections: <ul style="list-style-type: none">• Science• Math | |
| 21st Century Themes, Skills, and Standards: NJSLS: 9.3 HT-RFB.2, 9.3 HT-RFB.4, 9.3 HT-RFB.7, 9.2 HT-RFB.8, 9.3 HT-RFB.10 CCTC: HT-RFB.2, HT-RFB,7, HT-RFB.8, HT-RFB.10 CCSS: RL 11-12-1 | |

| Learning Targets | | |
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| Apply knowledge of working with yeast and dough to understand fermentation to create doughs and batters, | Cumulative Progress Indicators (CPI) for Unit Dough formation methods Kneading techniques Fermentation processes | |
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| QUESTIONS | SKILLS | |
| <p>>What factors assist and inhibit the potency of yeast?</p> <p>>What changes occur during the fermentation process?</p> <p>>How does the presence or absence of steam affect the production of dough to form a crust?</p> | <p>>Consistency and appearance of dough.</p> <p style="padding-left: 40px;">➤ Various kneading techniques.</p> <p>>Dough formation Methods</p> | |
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| ACTIVITIES | RESOURCES | |
| >Feed a starter dough | www.virtuousbread.com Proofing Yeast and kneading doughs | |
| >Practice kneading dough | www.allrecipes.com Breads and dough. | |

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| >Forming doughs into shapes and sizes | Breads and dough with Jamie Oliver/Jamie Oliver.com | |
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| <p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What factors assist/ inhibit yeast production? ● What changes happen during the yeast fermentation process? ● What is yeast? ● What is the process of kneading? | <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● How does yeast process? ● What is yeast? ● What is a one bowl method of batter? ● What is the process of folding? ● What happens in the fermentation process | |

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Daily cooperative learning/performance assessments
- Daily assessment of proper cleanliness, organization, sanitation procedures and handling of tools and equipment.
- Daily practical application assessments, weekly practical application assessments
- Charts and graphic organizers
- Research assignments

- Teacher created Unit assessments,
- Chapter and unit assessment
- Small group and individual projects
- Digital portfolio
- Student led demonstration
- Teacher created essay and short answer assessments.

Summative Assessment Utilized throughout Units:

- Chapter assessments
- Unit driven demonstration by teacher/student
- Practical assessments
- Pop quiz for labs

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- Technology modifications with whiteboard, projector and or paper driven tools.
- Syllabus when needed for organization
- Timeline objectives
- Progress reports if needed.
- Extra time needed
- Projects
- Elevated vocabulary
- Independent study

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)

- As indicated in the NJSLs, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: (see prior pages)

Project-based Learning Tasks: Suggested Unit Projects

- Research the life and Career of a prominent Pastry Chef. Discuss their significant achievements and contributions to the Culinary Profession.
- Create a marketing tool Pamphlet that provide information about the life to this notable person
- Peer and small group pair to create a Project that showcase the students ability to create artistic representations using prior knowledge of pastry making.
- Journal keeping for purpose of keeping formulas and data used in semester

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary. (See unit Lesson plans for vocabulary pertaining to specific unit.)

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLs indicate, students will develop proficiency with MLA or APA format as applicable.
- Csulb.libguides.com
- Epicurious.com

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
- Epicurious.com
- Food and wine magazine
- Food apps
- Allrecipes.com
- Baking.com
- All areas of baking and pastry can be accessed online.

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- Magazines
- Technology
- Texts

- Websites
- Social media via Twitter or Facebook sites appropriate to lesson.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

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| Varied journal prompts, spelling or vocabulary lists | Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results. |
| Anchor activities | Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals. |
| Choices of books | Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles. |
| Choices of review activities | Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period). |
| Homework options | Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs. |

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| Student-teacher goal setting | The teacher and student work together to develop individual learning goals for the student. |
| Flexible grouping | Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data. |
| Varied computer programs | The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level. |
| Multiple Intelligence or Learning Style options | Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.) |
| Varying scaffolding of same organizer | Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others. |
| Think-Pair-Share by readiness, interest, and/or learning profile | Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group. |
| Mini workshops to re-teach or extend skills | A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill. |
| Orbitals | Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum. |
| Games to practice mastery of information and skill | Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels. |
| Multiple levels of questions | Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.) |

| High Prep Strategies (add to list as needed) | |
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| Cubing | Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups. |
| Tiered assignment/ product | The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level. |
| Independent studies | Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates. |
| 4MAT | Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas |
| Jigsaw | Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there. |
| Multiple texts | The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students. |
| Alternative assessments | After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual). |
| Modified Assessments | Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. |

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| | open ended) or by asking only the truly essential questions. |
| Learning contracts or Personal Agendas | A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom. |
| Compacting | This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group). |
| Literature circles | Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous. |
| Learning Centers | A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills. |
| Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe” | The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete. |
| Curriculum development Resources/Instructional Materials: | |
| <p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● NJ Department of Labor-Restaurant Hospitality and Tourism Talent Network ● January 2015 Restaurant and Hospitality Management Presentation ● Professional Associations and Certifications | |

RESOURCES

- ProStart
- America Culinary Federation
- National Restaurant Association
- <http://www.nj-skillsusa.org>
- <http://www/skillsusa.org>

Board of Education Approved Text(s)

- Baking Fundamentals American Culinary Federation Pearson Company