

Intro to Baking Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the 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](#)

Lower Cape May Regional School District

Intro to Baking

Grades 9-12

Interdisciplinary Connections

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

N.Q.A. Reason quantitatively and use units to solve problems

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.NW.11–12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Integration of Technology

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

21st Century Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Career Education

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

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).

9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.

9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).

9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. • 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

Lower Cape May Regional School District Curriculum	
Content Area: Practical Arts (Semester 1: September-January, Semester 2: January-June)	
Course Title: Intro to Baking	Grade level: 9-12
Unit 1: Introduction to Safety, Sanitation and Baking Techniques	Unit Times: 3 weeks
Unit 2: Baked Goods	Unit Times: 5 weeks
Unit 3: Quick Breads & Yeast Doughs	Unit Times: 6 weeks
Unit 4: Specialty Baked Goods	Unit Times: 4 weeks
Date Created: July 2026	Board Approved On:
Date Revised:	

**Lower Cape May Regional School District
Curriculum Unit 1 Overview**

Unit Title: Introduction to Safety, Sanitation and Baking Techniques

Target Course/Grade Level: Grades 9-10

Unit Summary:

In Unit 1: Introduction to Safety, Sanitation and Baking Techniques we will:

- **Examine and demonstrate proper sanitation techniques for safe work in the kitchen**
- **Examine and demonstrate safety procedures for work in the kitchen**
- **Compare and Contrast Baking vs. Cooking**
- **Identify kitchen tools needed for baking and explain how they are used**
- **Examine and demonstrate proper measuring techniques for various ingredients**
- **Examine and demonstrate how to read a recipe resulting in successful product**

HOSPITALITY & TOURISM CAREER CLUSTER®

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)

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.

CAREER CLUSTER®: HOSPITALITY & TOURISM (HT)

9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

CAREER CLUSTER®: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (ST)

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

PATHWAY: FOOD PRODUCTS AND PROCESSING SYSTEMS (AG-FD)

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Learning Targets	
CPI#	Cumulative Progress Indicators (CPI) for Unit 1
1. Safety & Sanitation Quiz	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
2. Baking & Measuring Tools Quiz	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

Unit Enduring Questions : - Why is kitchen sanitation important and how is it done properly? - How do you maintain a safe kitchen environment? - What are the similarities and differences between baking and cooking? - How do you read a recipe? - How do you use baking and measuring tools properly?	Unit Enduring Understandings: - The importance of kitchen safety and sanitation - The similarities and differences between baking and cooking - Proper reading of a recipe - Proper use of baking and measuring tools
Unit Objectives: <i>Students will know...</i> - Proper kitchen safety and sanitation protocol - The similarities and differences between baking and cooking - How to read a recipe - How to use baking and measuring tools properly and why is it important?	Unit Objectives: <i>Students will be able to...</i> - Identify safe and unsafe procedures in the kitchen - Execute safe kitchen procedures through safety and sanitation practices - Describe the similarities and differences between baking and cooking - Describe how to and execute reading a recipe properly - Describe and execute proper use of baking and measuring tools - Explain the importance of proper equipment use and proper measuring

**Lower Cape May Regional School District
Curriculum Unit 2 Overview**

Unit Title: Basic Baked Goods

Target Course/Grade Level: Grades 9-10

Unit Summary:

In Unit 2: Basic Baked Goods we will:

- **Examine various basic techniques used in baking**
- **Identify ingredients used in baking and explain their purpose**
- **Execute learned techniques in the kitchen making baked goods not limited to:**
 - **Drop cookies**
 - **Slice and bake cookies**
 - **Brownies**
 - **Cookie Bars**
- **Document baked products electronically to be used in a virtual baking portfolio**

HOSPITALITY & TOURISM CAREER CLUSTER®

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

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.

PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

CAREER CLUSTER®: HOSPITALITY & TOURISM (HT)

9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

CAREER CLUSTER®: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (ST)

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

PATHWAY: FOOD PRODUCTS AND PROCESSING SYSTEMS (AG-FD)

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Learning Targets	
CPI#	Cumulative Progress Indicators (CPI) for Unit 2
1. Baking Techniques Vocabulary Quiz	
2-5. Basic Baked Goods Labs (Cookies, Brownies, Bar Cookies)	9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.
6. Baking Portfolio Documentation	9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Unit Enduring Questions : - What baking techniques are used for basic baked goods? - What essential ingredients are used in basic baked goods and what are their purposes?	Unit Enduring Understandings: - Baking techniques used for basic baked goods - Essential ingredients needed for basic baked goods and their purposes
Unit Objectives: <i>Students will know...</i> - Basic baking techniques needed of proper recipe execution - Essential baking ingredients and what their purposes are for the overall product	Unit Objectives: <i>Students will be able to...</i> - Describe and demonstrate baking techniques for basic baked goods - Describe essential baking ingredients and what their purposes are for the overall product - Work with a group of peers to successful

	produce basic baked goods • Document baked products electronically for an end-of-semester portfolio
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Lower Cape May Regional School District Curriculum Unit 3 Overview	
Unit Title: Quick Breads and Yeast Doughs	
Target Course/Grade Level: Grades 9-10	
Unit Summary: In Unit 3: Quick Breads and Yeast Doughs we will: • Utilize previous baking techniques while examining new ones • Examine the similarities and differences between leavening agents and techniques used in quick breads and yeast breads • Execute learned ingredient knowledge and techniques in the kitchen making baked goods not limited to: ○ Banana/Pumpkin Bread ○ Muffins ○ Biscuits ○ Corn Bread ○ Pizza ○ Soft Pretzels/Bagels • Document baked products electronically to be used in a virtual baking portfolio	
HOSPITALITY & TOURISM CAREER CLUSTER® 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. 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.	
PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB) 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	
CAREER CLUSTER®: HOSPITALITY & TOURISM (HT) 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	

CAREER CLUSTER®: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (ST)

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

PATHWAY: FOOD PRODUCTS AND PROCESSING SYSTEMS (AG-FD)

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Learning Targets	
CPI#	Cumulative Progress Indicators (CPI) for Unit 3
1. Leavening Quiz (Chemical & Yeast)	9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
2-7. Quick Breads & Yeast Dough Labs (Banana/Pumpkin Bread, Muffins, Biscuits, Cornbread, Pizza, Monkey Bread)	9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.
8. Baking Portfolio Documentation	9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Unit Enduring Questions : • What are similarities and differences of chemical leavening and yeast leavening? • What techniques are used in the production of quick breads and yeast doughs?	Unit Enduring Understandings: • Similarities and differences of chemical leavening and yeast leavening • Techniques utilized in the production of quick breads and yeast doughs
Unit Objectives: <i>Students will know...</i> • Similarities and differences of chemical leavening and yeast leavening • Techniques utilized in the production of quick breads and yeast doughs	Unit Objectives: <i>Students will be able to...</i> • Describe similarities and differences of chemical leavening and yeast leavening • Describe and demonstrate techniques utilized in the production of quick breads and yeast doughs • Work with a group of peers to successfully produce basic baked goods • Document baked products electronically for an end-of-semester portfolio

Lower Cape May Regional School District Curriculum Unit 4 Overview	
Unit Title: Specialty Baked Goods	
Target Course/Grade Level: Grades 9-10	
Unit Summary: In Unit 4: Specialty Baked Goods we will: • Execute learned techniques to make more advanced baked products not limited to: ○ Decorated Cupcakes ○ Pies/Handpies ○ Scones ○ Quiche ○ Monkey Bread ○ Cheesecake • Create final baking portfolio with photos of products, recipes and reflections HOSPITALITY & TOURISM CAREER CLUSTER® 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. 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.

PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

CAREER CLUSTER®: HOSPITALITY & TOURISM (HT)

9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

CAREER CLUSTER®: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (ST)

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

PATHWAY: FOOD PRODUCTS AND PROCESSING SYSTEMS (AG-FD)

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Learning Targets	
CPI#	Cumulative Progress Indicators (CPI) for Unit 4
1-4. Specialty Baked Goods Labs (Decorated Cupcakes, Pies/Handpies, Scones)	9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.
5. Baking Portfolio	9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. 9.3.12.ED.2 Demonstrate effective oral, written and

	multimedia communication in multiple formats and contexts.
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Unit Enduring Questions : What basic baking techniques can be utilized to create more advanced baked goods?	Unit Enduring Understandings: Baking techniques utilized in the production of specialty/advanced baked goods
Unit Objectives: <i>Students will know...</i> Baking techniques utilized in the production of specialty/advanced baked goods	Unit Objectives: <i>Students will be able to...</i> - Describe and demonstrate techniques utilized in the production of specialty/advanced baked goods - Work with a group of peers to successfully produce basic baked goods - Reflect on baking and what they have learned throughout the semester

Lower Cape May Regional School District Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons, including, but not limited to: - Observation - Self-Assessment - Quiz - Journal Entry - Oral Questioning - Quick Writes

Summative Assessment Utilized throughout Units:

- Success in Laboratory setting
- QBAs

Alternative Assessments

- Performance Based Assessments/ Oral assessments

Modifications (Include but not limited to)**ELLs**

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Differentiated Assignments/Assessments

Access to Google Translate

Special Education

Cooperative Learning

Differentiated Assignments/Assessments

Provide Notes as needed

504

Allow extra time

Assign reading at appropriate reading level

****Follow all IEP and 504 modifications****

Students at Risk of Failure

- Have a Parent/Teacher Log
- Allow extra time to submit work

Gifted and Talented Students

- Allow students choice in assignments

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.

The Research Process:

- The research process must be integrated within each course curriculum. Students 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.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
- Google Docs
- Google Slides
- Google Classroom
- YouTube
- EdPuzzle

Curriculum Development Resources/Instructional Materials:

- Ancillary resources and materials used to deliver instruction are included below:
 - Wifi enabled Chromebooks
 - [youtube.com](https://www.youtube.com)
 - edpuzzle.com
 - <https://www.fcsed.net/support/support-resources/support-resources-elearning-fcs>

Board of Education Approved Text(s)

- **On Baking: A textbook of Baking and Pastry Fundamentals**
Second Edition, Pearson Prentice Hall
- **Companion Student Study Guide**

****One copy available, select information will be distributed to students as needed****

