

# Unit 1: Safety and Sanitation

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **5 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will:

- Identify the difference between microorganisms and food-borne illness
- Explain practices that promote kitchen cleanliness
- Identify safe and unsafe food handling and practices
- Identify storage principles and how they affect food safety
- Identify safe and unsafe kitchen work habits
- Explain the various ways we can make kitchen safe for children and people with physical challenges
- Identify various kitchen accidents and the responses needed to handle them

### Concepts

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### Essential Questions

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- What is the difference between microorganisms and food-borne illness
- What are some practices that promote kitchen cleanliness
- What are the safe food handling and practices
- How does storage affect food safety
- What are safe kitchen work habits
- How can we make kitchens safe for children and people with physical challenges
- What are the various kitchen accidents and how can we respond to handle them

### Understandings

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## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Various microorganisms and food-borne illness
- Ways to promote kitchen cleanliness
- Safe and unsafe food handling and practices
- Storage principles and how they affect food safety
- Safe and unsafe kitchen work habits
- The various ways we can make kitchen safe for children and people with physical challenges
- Ways to identify various kitchen accidents and the responses needed to handle them

### **Skills**

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Students will be able to:

- Explain the relationship between microorganisms and food-borne illness
- Demonstrate practices that promote kitchen cleanliness
- Distinguish safe from unsafe food handling and practices
- Explain storage principles that affect food safety
- Compare safe and unsafe kitchen work habits
- Summarize ways to make kitchen safe for children and people with physical challenges
- Explain how to prepare and respond to, accidents or emergencies in the kitchen

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Work with teammates to identify, from the live demonstration, the safe and unsafe food safety issues and work habits.

### **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

### **Supplementary Resources**

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*Food for Today* workbook

Fight Bac <https://www.fightbac.org/>

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Preventing Cross Contamination <https://extension.psu.edu/preventing-cross-contamination>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food

- Harmful bacteria

## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Food Safety and Storage**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity -Safe or Unsafe
- Review/Debrief

### **Day 2: Food Safety and Storage**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Safety Terminology
- Review/Debrief

### **Day 3: Preventing Kitchen Accidents**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Workplace Habits: Safe or Unsafe
- Review/Debrief

### **Day 4: Preventing Kitchen Accidents**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Preparing for Safety



- Review/Debrief

### **Day 5: Review and Assess**

- Unit Review
- Hands on Assessment - Live Kitchen Demo

# Unit 2: Preparation Techniques

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **3 Days**  
Status: **Published**

## Standards

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## Standards

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LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MA.4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
MA.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
WRK.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.
WRK.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.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

WRK.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.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
FCSE.9-12.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes

	(the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3	Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify what a Well Written Recipe contains
- Recognize the different units and systems of measure used in recipes

- Discuss how to increase and decrease a recipe and why it's done
- Identify the correct tools and methods for measuring different types of food
- Recognize safe cutting techniques
- Identify the various ways to mix food

## **Concepts**

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## **Essential Questions**

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- What are the parts of a Well Written Recipe contains
- What are the different units and systems of measure commonly used in recipes
- What does it mean to increase and decrease a recipe
- What are the correct tools and methods for measuring different types of food
- What are the safe cutting techniques
- What are the various ways we mix food

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- What makes Well Written Recipe
- The different units and systems of measure commonly used in recipes
- The method used to increase and decrease a recipe
- The correct tools and methods for measuring different types of food
- How to perform safe cutting techniques
- The various ways we mix food

## **Skills**

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Students will be able to:

- Evaluate is a recipe is Well Written
- Compare the different units and systems of measure used in recipes
- Explain/Demonstrate how to increase and decrease a recipe and why it's done
- Identify the correct tools and methods for measuring different types of food
- Explain/Demonstrate safe cutting techniques
- Demonstrate various ways to mix food

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Unit quiz

Hands on Demo

## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* worksbok

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

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century learning to occur within every lesson/topic.

### • **Additional Support Videos**

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## **Differentiated Instruction**

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Work with ELL Teacher to allow for all assignments to be completed with extra time.

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Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.



All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Math**

- Addition
- Subtraction
- Multiplication
- Fractions
- Measuring

### **Social Studies**

- Metric System

## **Learning Plan / Pacing Guide**

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### **Day 1: Using Recipes**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Measurement Match up
- Review/Debrief

### **Day 2: Preparation Techniques**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Measuring Up
- Review/Debrief

### **Day 3: Review and Assess**

- Unit Review
- Quiz



# Unit 3: Kitchen Math

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **3 Days**  
Status: **Published**

## Standards

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## Standards

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LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MA.4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
MA.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles

	and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
FCSE.9-12.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3	Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.5.3	Prepare food for presentation and assessment.

FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify basic math operations used in creating a recipe
- Problem solving skills when working with various recipes
- Identify how to plan for their various recipes

### **Concepts**

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### **Essential Questions**

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- What are the basic math operations we will use in our recipes?
- What problem solving skills do we when working with various recipes?
- How do we plan for the various recipes we create in class?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The basic math operations we will use in our recipes
- How to problem solve when working with various recipes
- How to plan for the various recipes we create in class

## **Skills**

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Students will be able to:

- Practice basic math operations and apply them to recipes
- Develop problem solving skills with an emphasis on knowing when to apply them to various recipes
- Become aware of the practical aspects of planning for a recipe

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Unit quiz

## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* worksbok

*Kitchen Math* worksbok

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their



materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting
- Basic Math Operations

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Kitchen Math**

- Warm Up/Do Now
- Workbook Activity - Altering a Recipe: Mom's Banana Bread
- Review/Debrief

### **Day 2: Kitchen Math**

- Warm Up/Do Now
- Workbook Activity - Altering a Recipe: Monster Cookies
- Review/Debrief

### **Day 3: Review and Assessment**

- Review
- Assessment

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# Unit 4: Baking Basics

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **5 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify the basic ingredients used in baking
- Explain the effects each product has on a baked good
- Identify ways of storing various baking ingredients
- Identify ways to make a baked good more nutritious
- Show how to use the different techniques used in baking

### **Concepts**

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### **Essential Questions**

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- What are basic ingredients used in baking?
- What effects do different baking ingredients have on a baked good?
- How do we chose and store baking ingredients?
- How can we make a baked good more nutritious?
- What are the various baking techniques?

### **Understandings**

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### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The basic ingredients used in baking
- The effects each product has on a baked good
- Ways of storing various baking ingredients
- Ways to make a baked good more nutritious
- How to use the different techniques used in baking

## **Skills**

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Students will be able to:

- Describe basic baking ingredients
- Explain the effects of different baking ingredients
- Explain how to choose and store baking ingredients
- Suggest ways to lower fat and sugar in recipes for baked goods
- Describe and demonstrate basic techniques that are part of the baking process

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Unit Quiz

Demo Assessment

## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Foodnetwork: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks,

Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.



## **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Ingredients for Baking**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Baking Ingredients
- Review/Debrief

### **Day 2: Ingredients for Baking**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Baker's Dozen
- Review/Debrief

### **Day 3: The Baking Process**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - The Baking Process
- Review/Debrief

### **Day 4: Storing Baked Products**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Choosing and Storing Baking Ingredients
- Review/Debrief

### **Day 5: Review and Assess**

- Unit Review



# Unit 5: Quick Breads and Yeast Breads

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **12 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
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FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify the various types of bread
- Identify the difference between quick breads and yeast breads
- Explain the methods for making quick breads and yeast breads
- Explain how to make a quick bread and a yeast bread

### **Concepts**

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### **Essential Questions**

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- What are the various types of bread?
- What is the difference between quick breads and yeast breads?
- What are the methods for making quick breads and yeast breads?
- How do we make quick bread and yeast bread?

### **Understandings**

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### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The various types of bread
- How to tell the difference between a quick bread and a yeast bread
- The various methods used to make quick breads and yeast breads
- How to make a quick bread and a yeast bread

## **Skills**

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Students will be able to:

- Describe various types of bread
- Explain the difference between quick breads and yeast breads
- Compare methods for making quick breads and yeast breads
- Describe and demonstrate how to make a quick bread and a yeast bread

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Unit Quiz

Lab

### **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

### **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Food Network: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

---

#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- All students within the West Deptford School District are given a computer, allowing for 21st



century learning to occur within every lesson/topic.

### • **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Muffin Method**

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Review/Debrief

### **Day 2: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 3: Prep Day**

- Prep ingredients for recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 5: Biscuit Method**

- Warm Up/Do Now
- Workbook Activity - Making a Yeast Bread
- Review/Debrief

### **Day 6: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 7: Prep Day**

- Prep ingredients for recipe

### **Day 8: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 9: Quick Breads**

- Warm Up/Do Now
- Workbook Activity - Mixing Methods for Quick Breads
- Review/Debrief

### **Day 10: Planning/Prep Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

- Prep ingredients for recipe

### **Day 11: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 12: Review and Assess**

- Unit Review
- Hands on Assessment - Live Kitchen Demo

# Unit 6 : Cakes

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **7 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
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LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify the various types of cakes
- Explain the methods for making cakes
- Explain how to make a cake

### **Concepts**

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### **Essential Questions**

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- What are the various types of cakes?
- What are the methods for mixing cake batter?
- How do we make cake?

### **Understandings**

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### **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- The various types of cakes
- Methods for mixing cake batter
- How to make a cake

## **Skills**

---

Students will be able to:

- Describe different types of cakes
- Compare methods for mixing cake batter
- Describe and demonstrate how to make a cake

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Unit Quiz



## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Food Network: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## • Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

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## Differentiated Instruction

### Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Cake**

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - Baking a Cake
- Review/Debrief

### **Day 2: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 3: Prep Day**

- Prep ingredients for recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Kitchen will prep icing
- Debrief

### **Day 5: Lab**

- Kitchens will decorate the cake
- Debrief

### **Day 6: Cake Wars**

- Showcase and eat the cake

### **Day 7: Review and Assess**

- Unit Review

# Unit 6 : Cakes

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **7 Days**  
Status: **Published**

## Standards

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## Standards

---

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## **Transfer Goals and Career Ready Practices**

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### **Concepts**

---

### **Essential Questions**

---

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### **Understandings**

---

### **Critical Knowledge and Skills**

---

### **Knowledge**

---

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## **Skills**

---

Students will be able to:

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## **Assessment and Resources**

---

### **School Formative Assessment Plan (Other Evidence)**

---

Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

---

Unit Quiz



## **Primary Resources**

---

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## **Supplementary Resources**

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## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

---

### **Day 1: Cake**

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - Baking a Cake
- Review/Debrief

### **Day 2: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 3: Prep Day**

- Prep ingredients for recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Kitchen will prep icing
- Debrief

### **Day 5: Lab**

- Kitchens will decorate the cake
- Debrief

### **Day 6: Cake Wars**

- Showcase and eat the cake

### **Day 7: Review and Assess**

- Unit Review

# Unit 7: Pies and Tarts

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **15 Days**  
Status: **Published**

## Standards

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## Standards

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FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
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FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify various pies, tarts, and turnovers
- Explain how to make a pastry crust and pie
- Explain how to make a tart
- Explain how to make a turnover
- Explain techniques for baking pies, tarts, and turnovers successfully

### **Concepts**

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### **Essential Questions**

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- What are the various types of pies, tarts, and turnovers?
- What are the methods for making a pie crust and a pie?
- What are the methods for making a tart?
- What are the methods for making a turnover?
- What are the techniques that will help us successfully make a pie, tart, and turnover?

### **Understandings**

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### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The various types of pies, tarts, and turnovers
- Methods for making a pie crust and a pie
- Methods for making a tart
- Methods for making a turnover
- Techniques for baking pies, tarts, and turnovers

## **Skills**

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Students will be able to:

- Describe various pies, tarts, and turnovers
- Demonstrate how to make a pastry crust and pie
- Demonstrate how to make a tart
- Demonstrate how to make a turnover
- Explain techniques for baking pies, tarts, and turnovers successfully

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities



## **School Summative Assessment Plan**

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Unit Quiz

Lab

## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Food Network: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to

collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

## **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Tarts**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Choose Your Crust Carefully
- Review/Debrief

### **Day 2: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 3: Prep Day**

- Prep ingredients for recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 5: Turnovers**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Crusts Fillings and Toppings
- Review/Debrief

### **Day 6: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

## **Day 7: Prep Day**

- Prep ingredients for recipe

## **Day 8: Lab**

- Kitchens will complete the lab
- Debrief

## **Day 9: Pies**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Pie Term Match up
- Review/Debrief

## **Day 10: Crust Demo**

- Preview process for making pie crust

## **Day 11: Crust Demo (cont)**

- Review process for decorating with pie crust

## **Day 12: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 13: Prep Day**

- Prep ingredients for recipe

### **Day 14: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 15: Review and Assess**

- Unit Review

# Unit 8: Cookies

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **17 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.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.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.



## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify various pies, tarts, and turnovers
- Explain how to make a pastry crust and pie
- Explain how to make a tart
- Explain how to make a turnover
- Explain techniques for baking pies,tarts, and turnovers successfully

### **Concepts**

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### **Essential Questions**

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- What are the various types of cookies?
- What are the methods for making various cookies?
- What are the techniques that will help us successfully make cookies?

### **Understandings**

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### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The various types of cookies
- Methods for making the various types of cookies
- Techniques for baking cookies

## **Skills**

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Students will be able to:

- Describe different types of cookies
- Demonstrate how to make the various cookies
- Explain techniques for baking cookies successfully

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Unit Quiz

Lab

## **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Food Network: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

### ● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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Work with ELL Teacher to allow for all assignments to be completed with extra time.

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Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Cookies**

- Warm Up/Do Now
- Vocabulary
- Study Guide

- Workbook Activity - Cookie Identification
- Review/Debrief

## **Day 2: Cookies**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Comparing Cookies
- Review/Debrief

## **Day 3: Planning Day- Bar Cookies**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

## **Day 4: Prep Day**

- Prep ingredients for recipe

## **Day 5: Lab**

- Kitchens will complete the lab
- Debrief

## **Day 6: Planning Day- Drop Cookies**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

## **Day 7: Prep Day**

- Prep ingredients for recipe

## **Day 8: Lab**

- Kitchens will complete the lab
- Debrief

## **Day 9: Planning Day - Rolled Cookies**

- Preview Recipe
- Review Recipe
- Lab paperwork

- Create a "Well Written" recipe

### **Day 10: Prep Day**

- Prep ingredients for recipe

### **Day 11: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 12: Planning Day- Molded Cookies**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 13: Prep Day**

- Prep ingredients for recipe

### **Day 14: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 15: Planning Day - Refrigerator Cookies**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 16: Prep Day**

- Prep ingredients for recipe

### **Day 17: Lab**

- Kitchens will complete the lab
- Debrief



# Unit 9: Candy

Content Area: **Applied Tech**  
Course(s): **Bakery/Pastry**  
Time Period: **Marking Period 1**  
Length: **9 Days**  
Status: **Published**

## Standards

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## Standards

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LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
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TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify various kinds of candies
- Explain the importance of temperature and crystallization when making candy
- Explain how to make the various candies
- Explain techniques for making candy successfully

### **Concepts**

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### **Essential Questions**

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- What are the various types of candies?
- Why is temperature and crystallization important when making candy?
- What are the methods for making various candies?
- What are the techniques that will help us successfully make candy?

### **Understandings**

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### **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The various types of candies
- The reason temperature and crystallization impact candy making
- Methods for making the various types of candies
- Techniques for successfully making candy

## **Skills**

---

Students will be able to:

- Describe different types of candies
- Explain the impact of temperature and crystallization in candy making
- Demonstrate how to make the various kinds of candies
- Explain techniques for making candies successfully

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Unit Quiz

Lab

### **Primary Resources**

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*Food for Today* textbook by Helen Kowtaluk

### **Supplementary Resources**

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*Food for Today* workbook

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Food Network: Kids Baking Championship

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

### ● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Candy**

- Warm Up/Do Now
- Vocabulary

- Study Guide
- Workbook Activity - Candy Principles
- Review/Debrief

### **Day 2: Planning Day- Fudge**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 3: Prep Day**

- Prep ingredients for recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 5: Planning Day/Prep- Gummies**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 6: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 7: Planning Day - Butter Creams**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 8: Prep Day**

- Prep ingredients for recipe

### **Day 9: Lab**

- Kitchens will complete the lab
- Debrief



