HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

___ NEW _X__ REVISED CURRICULUM

DATE: JUNE 2012

CONTENT AREA: FAMILY & CONSUMER SCIENCE – HHS – BAKING

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Nancy Watkinson

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

____ As scheduled on the five-year curriculum revision cycle

__X__ Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

__X__ Yes

____ No (please explain) _____

_____

OTHER COMMENTS: _____

_____

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APPROVAL DATES:

12 23 14 **Approved by Assistant Superintendent**

12/11/14 **Approved by Education Committee**

_____

Board of Educ. Approved
12/22/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL
FAMILY & CONSUMER SCIENCE

BAKING
GRADES 10-12

JUNE 2012

Overview

Baking, a half-year advanced level class takes the students on an exploration of the professional baker. The skills learned in Baking will start the students on their journey into the ingredients used in baking, fancy cookie making, pastry and pies, yeast breads, cakes and frostings, wedding cakes and candy making. They will also study some of the great chefs of the world and their influences on the foods we eat. A review of kitchen safety, sanitation, tools and equipment, and equivalents will start the class.

This career oriented class will give the students a chance to work with some semi-professional equipment and recipes that might be used in a professional setting.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers which are:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

The curriculum is also aligned to the National Standards for Family and Consumer Sciences which included:

9.1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.
9.2: Apply risk management procedures to food safety, food testing, and sanitation.
9.3: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
9.4: Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
9.5: Demonstrate use of current technology in food product development and marketing.
9.6: Demonstrate food science, dietetics, and nutrition management principles and practices.
14.1: Analyze factors that influence nutrition and wellness practices across the life span.
14.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
14.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)
14.4: Evaluate factors that affect food safety from production through consumption.
14.5: Evaluate the influence of science and technology on food composition, safety, and other issues.

This 2.5 credit semester course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a) 1 x for "at least 5 credits in "21st century life and careers, or career-technical education" for all students who entered high school in 2010 or later.

Enduring Understandings	Comprehension is enhanced through collaborative sharing and evaluating ideas. Analyzing current reading materials for purpose and viewpoint allows the reader to gain insight and strengthens understanding of baking skills. Career insights are gained through the integration of knowledge and ideas from readings, observations and hands-on work. Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and create and communicate knowledge.
Unit/Skill: Review of Safety and Sanitation, and Equivalents and Abbreviations	
Days	4 Days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving.
Essential Questions	How does the knowledge of safety, sanitation and equivalents fit into the daily routine of a kitchen? How does proper sanitation fit into our daily lives? How can I develop employability skills that will help me at school, at home, and in a future job?
Skills The Student Will…	1. Discuss prior kitchen safety and sanitation experiences 2. Demonstrate proper kitchen safety issues such as knife usage, accident prevention and sanitation procedures 3. Discuss math skills used for equivalents Suggested Learning Activities: 1. Daily warm-up: use of white board to fill-in-the-blank of equations of equivalents 2. Verbal and or written review of equivalents and abbreviations 3. Demonstration of various safety and sanitation techniques by both students and teacher 4. Digital media such as video's, DVD's and YouTube
Assessment	Teacher will provide individual and group feedback Students and teacher will provide summary analysis at the end of the unit: written assignments, lab work, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the

	data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
Health & Phys Ed Integration	2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: The Recipe	
Days	3 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How can knowing how to write a recipe help you in following a balanced diet? What does recipe knowledge do for those on special needs diets? How is proper nutrition essential in the growth and development of healthy bodies?
Skills The Student Will…	Discuss what goes into the writing of a recipe Discuss the equipment that may be needed to create a recipe Discuss terms used in recipe instructions Suggested Learning Activities: 1. Create a written recipe by following a standard recipe: such as chocolate chip cookies 2. Create a written recipe using ingredients given by the teacher as a guide 3. Create a written recipe using certain terms, given by the teacher, in the directions of the recipe 4. Possibly make the created recipe in a future lab 5. Daily warm-up of equivalents on the white board
Assessment	Teacher will provide individual and group feedback Students will create a self-written recipe in lab setting for class critique and discussion Students and teacher will provide summary analysis at the end of the unit through: written assignments, lab work, critiques, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

Health & Phys Ed Integration	2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories. 5.1.12.B.4 Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Ingredients	
Days	7 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How can knowing what ingredients do in a recipe help in a future career? How can the knowledge of ingredient usage influence use in a kitchen or lab setting? How does knowing the functions of ingredients create a successful end product?

Skills The Student Will…	Discuss and define terminology associated with ingredients Discuss reactions in recipes of different ingredients Suggested Learning Activities: 1. Teacher demonstration of ingredient reactions in recipes 2. Demonstrate proper handling of ingredients 3. Digital media- such as video, DVD, YouTube 4. Daily warm-up of equivalents on the white board
Assessment	Teacher will provide individual and group feedback Student demonstration of proper usage in lab setting Students will provide summary analysis at the end of the unit: written assignments, lab work, critiques, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Review of Lab Preparation	
Days	2 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How does knowing the basics of proper sanitation aid in our daily lives? How does knowing the proper techniques for safety aid in our daily lives?
Skills The Student Will…	Discuss lab expectations and procedures Discuss the use of sanitation equipment Suggested Learning Activities: 1. Demonstrate the proper sanitation techniques 2. Demonstrate the prep of the lab area 3. Student exploration of the lab: find the locations of equipment and supplies 4 .Identify safety hazards associated with school, home and the work environment 5. Daily warm-up of equivalents on the white board
Assessment	Teacher will provide individual and group feedback Students will provide clear understanding and use of equipment in lab setting Students will provide summary analysis at the end of the unit lab work, and discussions

Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Fancy Cookies	
Days	20 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How can knowing how to create a variety of types of cookies help in a future food service job? How can knowing the nutritional aspects of cookies aid in a special diet?
Skills The Student Will…	Discuss the types of ingredients used in cookie making Discuss the equipment needed to work with Discuss terms used in recipe directions Discuss how to critique a final product Suggested Learning Activities: 1. Create a few teacher chosen recipes and a couple of student choice recipes 2. Critique results 3. Digital media sources: videos, DVD, YouTube, as well as streaming examples to support the subject matter
Assessment	Teacher will provide individual and group feedback of lab activities Student and teacher critique of final products- oral and written Respond thoughtfully to diverse perspectives Students will provide summary analysis at the end of the unit: written assignments, lab work, critiques, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.

Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3,Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Pastry and Pies	
Days	10 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How can understanding ways to make different types of pastry impact on a future career in the baking industry? How can knowledge of ingredients impact on a future baking career? How has the history of pastry making influenced today's bakers?

Skills The Student Will…	Discuss the different forms of pastries Discuss the ingredients and equipment needed Discuss terms used in pastry making Discuss how to critique a final product Suggested Learning Activities: 1. Make single and double crust pies 2. Create a leaf- topped fruit pie 3. Create a hand shaped and filled pastry 4. Create individual mini-pies 5. Students critique and grade each other's product results 6. Digital media sources: videos, DVD's, YouTube as well as streaming examples to support the subject matter
Assessment	Teacher will provide individual and group feedback of lab activities Student and teacher critique of final products- oral and written Propel conversations by posing and responding to questions that probe reasoning and evidence and promote creative perspectives Students will provide summary analysis at the end of the unit: written assignments, lab work, critiques, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Yeast Breads	
Days	10 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	What impact has bread making made on society throughout history? How can knowing the use of staple products impact one's diet?
Skills The Student Will…	Define and discuss terms associated with yeast Discuss the steps taken in bread making Discuss equipment needed to create breads Discuss the history of bread making Define what is an "artisan" bread Suggested Learning Activities: 1.Create loaf breads and rolls 2.Create hand shaped "artisan" breads 3.Create Challah which is a braided bread 4.Create a student choice spice/herb yeast bread 5.Student critique of final products

Assessment	Teacher will provide individual and group feedback of lab activities Student and teacher critique of final product-oral and written Students will provide summary analysis at the end of the unit: written assignments, lab work, critiques, and discussions
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Great Chefs	
Days	6 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	How do chefs influence family meal planning? How does the media influence views on a chef's importance? How do famous chefs influence society's food choices?
Skills The Student Will…	Discuss each chef's educational and business background Discuss the influence from the chef's country of origin Discuss the chef's multi-media influence on society Suggested Learning Activities: 1. Research paper 2. Oral presentation 3. Prepare recipes from each/or a few chefs 4. Digital media such as video's, DVD's, YouTube and streaming materials
Assessment	Teacher will evaluate oral presentations through question and answer of each student Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used Students will provide summary analysis at the end of the unit: written assignments and discussions
Literacy Integration	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Cakes and Frosting	
Days	15 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	Why are cakes associated with special occasions? How do desserts influence your entrée choices? How can knowing how to make special cakes turn into a career opportunity?

Skills The Student Will…	Discuss the history of cake making Discuss the ingredients used in cake making Discuss terms and equipment used in cake making Discuss types of frostings and ingredients Discuss terms and equipment used for frosting Demonstrate how to split a 2 layer cake into 4 layers Demonstrate the art of frosting a cake Suggested Learning Activities: 1. Create a teacher choice chocolate cake with vanilla frosting 2. Create a teacher choice vanilla cake with chocolate frosting 3. Student choice of recipe for cake, frostings, and flavoring 4. Create a non-frosting filling for the cake layers 5. Individual project of designing and decorating mini cake
Assessment	Teacher will provide individual and group feedback of lab activities Student and teacher critique of final products both oral and written Work with peers to promote civil, democratic decision making, set clear goals and deadlines, and establish individual roles as needed Students will provide summary analysis at the end of the unit: written assignments, lab work, and discussions
Literacy Integration	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.

Integration	
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Wedding Cakes	
Days	7 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	Why are cakes associated with special occasions? How can knowing how to create a variety of cakes from scratch help secure a job in the baking industry? How does culture influence family traditions?
Skills The Student Will…	Discuss the history of wedding cakes Discuss ingredients, terms and equipment used in wedding cake making Discuss types of frosting, ingredients, terms and equipment used Discuss things that can be used in the decoration of wedding cakes Watch how to place columns in cakes Watch how to make a frosting rose Suggested Learning Activities: 1.Make and bake 4 cakes to be made into a "wedding" cake display 2.Split class into 2 groups so that each smaller group can each create a 4 layer "wedding" cake 3.Design on paper the theme used for the "wedding" cakes, decorations and colors 4.Choose a team leader to oversee each group 5.Individual students will demonstrate how to make a rose 6.Prepare cakes for display in showcase: group pictures and list of names placed by cakes on display

Assessment	Teacher will provide group feedback/critique during lab experiences Students will critique each other's final work Participate effectively in a range of collaborative discussions building on each other's ideas and expressing their own clearly and persuasively Work with peers to promote civil, democratic decision making, set clear goals and deadlines, and establish individual roles as needed Faculty feedback on final products on display
Literacy Integration	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

Unit/Skill: Candy Making	
Days	6 days
NJCCCS	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

NJCCCS CPI	9.4.12.I.2 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.4.12.I.3 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Essential Questions	What makes sweets such an important part of our society? How can knowing how to work with different forms of sugar help to create a career in the candy industry? How does knowing how to manipulate chocolate lead to a possible career in the candy industry?
Skills The Student Will…	Discuss the history of candy making Discuss how sweets/candy impact our society Discuss how sweets/candy are associated with special occasions and holidays Discuss tools, equipment and ingredients associated with candy making Watch a media presentation by a professional candy maker Suggested Learning Activities: 1. Create a couple of teacher suggested candy recipes 2. Create student choice chocolate recipe
Assessment	Teacher will provide group feedback/critique during lab experiences Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems Students will critique each other's final work
Literacy Integration	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics Integration	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Health & Phys Ed Integration	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

Social Studies Integration	Standard 6.3, Content statement: Active citizens in the 21st century… Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
World Language Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.
Technology Integration	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons.

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