

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on February 3, 2015 in the council chambers,  
3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair (absent)	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein	11 Staff
J. Vouros	16 Public
D. Freedman	2 Press
M. Ku	

Mr. Alexander called the meeting to order at 7:32 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi spoke about Newtown High School junior MacKenzie Page and her fund raising work over the past four years. Since 2011 on her own she started a Great Pumpkin Challenge and raised \$14,800 for various charities including cancer, a private donor and most recently for the Hole in the Wall Gang Camp. Andrea Keefe, Community Events Coordinator for the camp said MacKenzie has volunteered at the camp and also raised \$9,365 for them these past four years. Mr. Alexander presented MacKenzie with a certificate and spoke about the value of her work and the Board's appreciation.

Item 3 Consent Agenda was moved to the February 17, 2015 meeting.

Item 4 – Public Hearing on the 2015-2016 Budget

Karyn Holden, 68 Berkshire Road, said that besides academics, the tools to succeed are important for the students to learn. She appreciated the new programs proposed in the budget and hoped the Board would consider moving forward with them next year.

Kinga Walsh, 21 Horseshoe Ridge Road, was impressed with the dedication and collaboration this year and thanked everyone for their work. She asked the Board to help the public understand what they are looking for and to pass everything in this budget onto the public.

Item 5 – Reports

Chair Report: Mr. Alexander attended the rigor in math presentation with Mrs. Ku. He also went to the Board of Finance meeting where their concern was discussed about the town audit and the excess cost grant. He also attended the mid-year high school graduation ceremony which included 22 students.

Committee Reports:

Ms. Hamilton said the policy committee met and were close to finishing the 1000 series. The finance committee didn't meet. She is meeting with Dr. Erardi, Mr. Bienkowski and All-Star in the morning. She would discuss the results of the meeting with Mr. Freedman.

Mrs. Ku said the Curriculum and Instruction committee met last Thursday and sent forward the pastry and baking curriculum. They also discussed math, science and international studies

along with the math program in the high school and middle school. The math report will be given to the Board at the March 17 meeting.

Ms. Hamilton said the Board of Selectman met and approved the RFPs for the space needs study which will look at the town buildings and see what state they are in structurally.

Superintendent's Report:

Dr. Erardi said they still expected the 20 retirements in the budget. Approximately ten would qualify for the incentive and ten would retire or resign. We are holding to that number. Additional budget adjustments have brought the increase down from 1.48% to 1.27%.

He reviewed the number of cancellations, delayed openings and early dismissals so far this year. We have had four cancellations which bring us to June 15 as the last day of school. He asked any available Board members to attend the community forum for seniors Wednesday afternoon at 2:30 p.m. at the senior center.

Dr. Erardi also attended the mid-year high school graduation which is a special night for graduates and parents.

The Central Connecticut State University Leadership Cohort gave a presentation to the aspiring administrator group.

Megan Milano said that tomorrow the Yale Wiffenpoofs would perform at the high school. Ninth grade orientation will be held February 11. The high school dance team won the state championships for the second year in a row. Final preparations are being done for the Chinese delegation visit.

Riliand Abazi attended a leadership conference in Washington D.C. and this past weekend met with state representatives as part of the student government group. Some members in the group for women's' rights discussed central education in the high schools. They said in order to prevent abuse it is better to provide students with material earlier in the grades. Junior year is too late.

Ms. Hamilton said that information would be helpful to include in our policies and she requested the persons to contact.

#### Item 6 – Old Business

Proposed Operational Plan – 2015-2016:

Mr. Bienkowski explained the items that further reduced the budget to reflect a 1.27% increase. We brought our diesel amount down to reach the towns. Medical self-insurance claims are running good at this point. Dental is a small adjustment. The All-Star adjustments reflect sharing a vehicle with Brookfield.

Dr. Erardi asked the Board to join him in the approximately 30 plus meetings scheduled with various groups in the community to speak about this information.

Ms. Hamilton asked him to share the schedule with the Board. She also asked Mr. Bienkowski to provide what our fund balance has been and the dental claims for the last three years. He provided that information at the meeting.

Regional Agriscience Program Presentation:

Dr. Erardi introduced and thanked Bill Davenport, Director of the program at Nonnewaug High School for attending and also representing Shepaug High School.

Mr. Davenport said Nonnewaug has the largest agriscience program but the space has not allowed as many students to attend. Shepaug is preparing to become the 20<sup>th</sup> center. Nonnewaug has 340 students now and they had to refuse 60 for next year. Danbury, Brookfield Sherman, New Fairfield and New Milford have signed agreements and Bethel is still considering it. It would begin at Shepaug the fall of 2018. They need state approval before starting. We have four Newtown students in the program now with five applicants for ninth grade next year. When the school is ready the freshmen would start at Shepaug and the upper grades would finish at Nonnewaug.

Ms. Hamilton asked the obligation if we signed.

Mr. Davenport said you would have to come up with a three year average to be able to send them. They would have to go to Shepaug.

Mrs. Leidlein asked the protocol to be accepted.

Mr. Davenport said applications are picked up in October and due back in December. The student shadows for a day and are interviewed. There is no lottery.

Mr. Freedman wanted to know the financial impact for the long term.

Mr. Davenport said there is a state obligation to send students to an agriscience program if they want to attend.

Dr. Erardi said the present cost per student is \$6,823. We are obligated to offer it to every 8<sup>th</sup> grade student and we only pay for those who attend. However, the student can come back to us if they need to leave the program.

Mrs. Leidlein suggested that the finance committee look at this and give a recommendation to the Board.

Mrs. Ku asked if there would be more of a focus on STEM at Shepaug and what happens if the travel time is too long and a student wants to stay at Nonnewaug.

Mr. Davenport said there is more focus on STEM there and he felt the drive was only an additional ten minutes.

Dr. Erardi said if the Board supports this we would only have one center designated for Newtown.

Mr. Davenport said the agreement is that once Shepaug is ready Newtown would send their students there. You would have to honor that in three years.

Item 7 – New Business

First Read of Baking and Pastry Curriculum:

Dr. Gejda introduced department chair Erik Holst-Grubbe and culinary teacher Lori Hoagland.

Mr. Freedman asked the number of students.

Mrs. Hoagland said there are 100 per year in pastry only with 200 in the intra-level courses. There are five to seven students that go on to work in the culinary field.

Item 8 – Public Participation – none

MOTION: Mrs. Leidlein moved to adjourn. Mr. Freedman seconded. Motion passes unanimously.

Item 9 - Adjournment

The meeting adjourned at 9:22 p.m.

Respectfully submitted:

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Kathryn Hamilton  
Secretary

# Administrative Report

February 3, 2015

1. Retirement Incentive Plan
2. Budget Adjustments (Attach #1)
3. 2014-2015 Calendar (Attach #2)
4. Senior Community Forum      Wednesday, February 4<sup>th</sup>
5. Midyear Graduation
6. CCSU Leadership Cohort

*Handwritten signature*  
2/3/15

**Operational Plan for 2015-16**

**2014-15 Approved Budget**

	71,345,304	Cumulative Adjustment	Percent of Decrease	Balance	Remaining Increase	Percent Change
2015-16 Superintendent's Proposal	72,399,186	1,053,882				1.48%
<u>Adjustments</u>						
- Diesel fuel - \$3.1449 to \$2.65 per gallon	0	0	0.00%	72,399,186	1,053,882	1.48%
+ Worker's compensation plus 3% to 5%	(54,989)	(54,989)	-0.08%	72,344,197	998,893	1.40%
+ LAP policies plus 3% to 5%	10,144	(44,845)	-0.06%	72,354,341	1,009,037	1.41%
- Medical self-insurance	7,782	(37,063)	-0.05%	72,362,123	1,016,819	1.43%
- Dental insurance	(67,120)	(104,183)	-0.15%	72,295,003	949,699	1.33%
- AST buses (est)	(4,000)	(108,183)	-0.15%	72,291,003	945,699	1.33%
	(37,515)	(145,698)	-0.20%	72,253,488	908,184	1.27%
<b>Total</b>		<b>(145,698)</b>	<b>-0.20%</b>	<b>72,253,488</b>	<b>908,184</b>	<b>1.27%</b>



November 26, 2014	Cancellation	Snow
December 9, 2014	Delayed Opening	Ice
January 8, 2015	Delayed Opening	Cold
January 9, 2015	Cancellation	Snow
January 12, 2015	Delayed Opening	Ice
January 26, 2015	Early Dismissal	Snow
January 27, 2015	Cancellation	Blizzard
January 28, 2015	Delayed Opening	Snow
January 30, 2015	Delayed Opening	Snow
February 2, 2015	Cancellation	Snow
February 3, 2015	Delayed Opening	Snow

# SHEPAUG VALLEY SCHOOL



## **Proposal to Establish the Shepaug Valley Regional Agriscience STEM Academy as Connecticut's 20<sup>th</sup> Regional Agriscience Program**

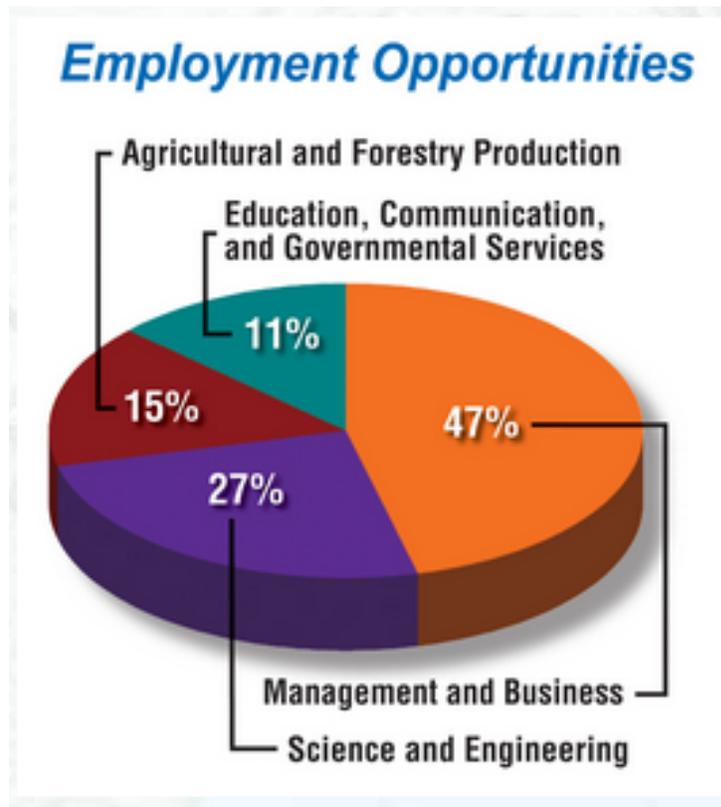
### **Rationale:**

Region 14's Ellis Clark Regional Agriscience and Technology Program located at Nonnewaug High School in Woodbury turns away 50% of their qualified out-of-district 8th grade applicants of students each year due to a lack of available seats in the high school. With 23 sending districts that feed into Nonnewaug's regional program, the catchment area is simply too large for one regional agriscience program to accommodate. As a result, students with a demonstrated interest in agriscience and technology are often turned away.

With Shepaug's long term viability being questioned due to declining enrollment, the development of a Regional Agriscience STEM Academy will address the need for long-term stability in the Region while fulfilling a demonstrated need in the larger educational community.

### **Supporting Data:**

- Ten to fifteen percent of Shepaug graduates who declare a major choose science or engineering.
- Future careers in biotechnology, alternative energy, and environmental science are strongly supported by an agriscience and technology program.
- Westernmost communities currently served by Region 14 include: Sherman, New Milford, Newtown, Brookfield, New Fairfield, Bethel, Southbury, and Danbury. These are the communities that are proposed for Region 12, Nonnewaug would continue to serve the Eastern region of their catchment area: Ansonia, Naugatuck, Oxford, Region 5 (Bethany, Woodbridge), Region 16 (Prospect, Beacon Falls), Seymour, and Watertown.
- The division of the Region 14 catchment area into an eastern and western division would not negatively impact their current program; as many as half of the annual applicants are turned away. The creation of a western division would allow more students to explore agriscience in their high school experience.
- Danbury implemented Westside Middle School Academy this year, focused on a STEM based model of education. These high-caliber students are a natural fit for the Shepaug Regional Agriscience STEM Academy in the future. Many of them are currently attending the Nonnewaug Open House, demonstrating their interest in agriscience for their high school careers: <http://bit.ly/1soloO>.



**Vision:**

Agriculture is the nation's largest employer, with more than 23 million jobs (17 percent of the civilian workforce) involved in some facet of American agriculture (FFA, 2014). According to the Bureau of Labor and Statistics, agricultural and food scientists careers are projected to grow nine percent from 2012 - 2022. Out of the 22 million people who directly work within the agricultural industry only 2 million are actively involved in "farming" on a daily basis (Bureau of Labor Statistics). The vast majority work as either food/agricultural scientists or in business related careers, such as marketing and merchandising.

The addition of a Regional Agriscience STEM Academy would provide valuable resources to our district while attracting students who are interested in a rigorous, high-quality program of study. These students would be chosen through a selective process, and would be required to maintain academic and behavioral success in order to remain at Shepaug. The addition of a planned number of students to Shepaug will provide the region with a stable population for the future.

# Shepaug Valley Regional Agriscience STEM Academy

The agricultural science and technology education program includes interrelated components such as classroom instruction, laboratory experience, leadership training and supervised work experience.

## College & Career Pathways/Proposed Areas of Study

- Plant Science, Horticulture
- Natural Resources & Environment
- Biotechnology
- Animal Science, Veterinary Science
- Aquaculture & Marine Science
- Food Science
- Agricultural Mechanics & Engineering

Business, Research & Development in any of the areas above

These areas of study would also be enhanced by a concentration in Agriscience Education for students who are considering a career in Agricultural Education at the high school level. This program would be a first in the nation and a potential partner with UCONN's Neag School of Education.

Agriscience staff in the program would be CASE certified (<http://www.case4learning.org/>) to ensure alliance with national best practices in the agriscience industry.

The USDA website (<http://www3.ag.purdue.edu/USDA/employment/Pages/default.aspx>) contains valuable information about employment opportunities and future outlook on STEM-based agriscience careers.

## Resources

International Student Guide to the United States of America; Agriscience Careers:  
<http://www.internationalstudentguidetotheusa.com/articles/careersinagriculture.htm>

US Department of Agriculture, employment outlook:  
<http://www3.ag.purdue.edu/USDA/employment/Pages/default.aspx>



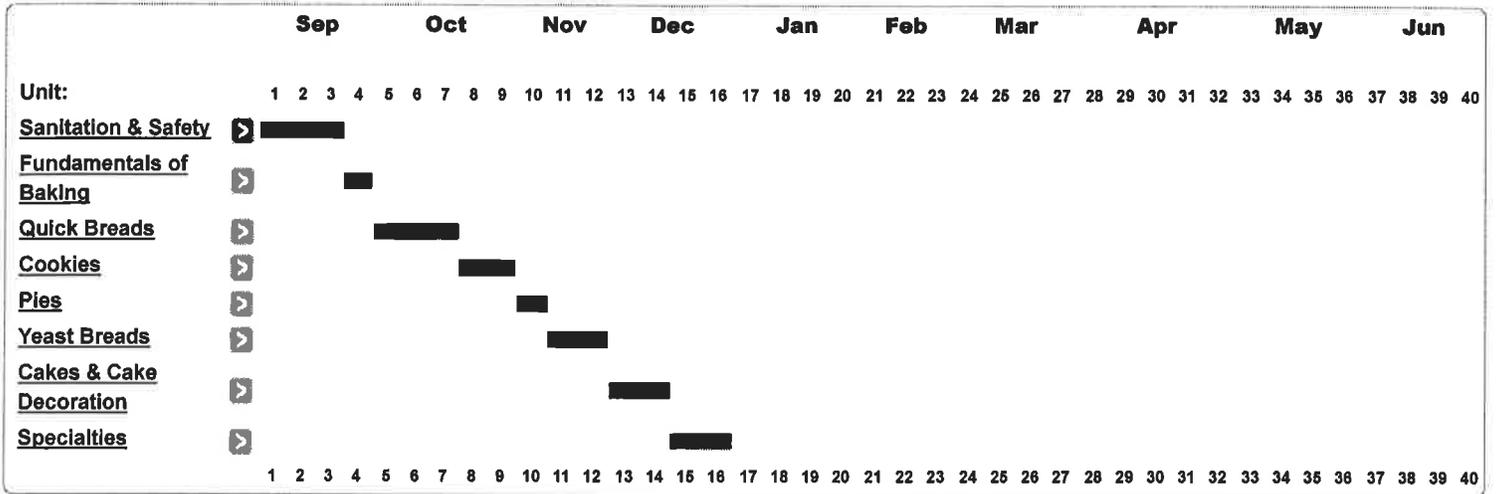
Newtown Public Schools

Course Assignments > Baking & Pastry



Collaboration

High School | F&AA: FACS | Newtown High School



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Collaboration **Baking & Pastry** High School | F&AA: FACS | Newtown High School

**Unit: Sanitation & Safety (Week 1, 3 Weeks)**

**Enduring Understanding(s)/ Generalization(s)**

This unit introduces students to the essential components of good sanitation practices.

- Safe and sanitary practices are essential to the successful operation of a foodservice establishment, which is regulated by state and local health code.
- Learning and practicing safety procedures will help prevent injuries.
- Without safety standards and rules, learning and productivity are impossible.
- Prevention of food-borne illness is a key factor in the success of any foodservice business.
- Prolonged exposure of potentially hazardous foods in the temperature danger zone is one of the major causes of food-borne illness.
- Personal hygiene and proper dress are essential to good sanitation practices.
- Proper hand washing procedures help prevent cross-contamination and food-borne illness.
- Learning the correct set up and procedures for dish and pot washing stations is essential for food safety.
- Professionalism is an attitude that demonstrates pride in your work.

**Essential Question(s)**

- Why is sanitation and personal safety important in the kitchen?

**Guiding Questions**

*Factual, Conceptual, Provocative*

- Why are safety rules essential in the kitchen?
- Why is it crucial to know the causes of food-borne illness?
- What is the relationship between time and temperature in the safe handling and preparation?
- Why is proper hand washing so important?
- How can an unsanitary dish station cause food-borne illness?

**Standard(s)**

*Content and CCSS*

**CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services**

**E. Food Safety: Evaluate factors that affect food safety, from production through consumption.**

- 14. Determine conditions and practices that promote safe food handling and inspection.
- 15. Identify safety and sanitation practices throughout the food chain.
- 16. Describe food borne illness as a health issue for individuals and families.

**G. Safety, Security & Environmental Issues: Demonstrate procedures applied to safety, security and environmental issues.**

- 19. Determine methods and demonstrate the ability to ensure safety at all times.

**I. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures.**

- 24. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
- 25. Explain and demonstrate methods for properly receiving and storing both raw and prepared foods.
- 26. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked and ready-to-eat foods and between animal or fish sources and other food products.
- 28. Describe and demonstrate various types of waste disposal and

**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

- Use sanitation guidelines related to time, temperature, date marking, cross-contamination, hand washing, and personal hygiene as criteria for safe food preparation.
- Apply HACCP (Hazard Analysis Critical Control Point) guidelines to recipes to anticipate potential risks for food borne illnesses.
- identify the causes and how to prevent common accidents in the foodservice industry.
- Demonstrate proper knife safety.
- Explain the causes of kitchen fires and how to prevent them.
- Identify the major emergency procedures in the kitchen facility.
- Explain his/her responsibility for personal hygiene.
- Identify various bacteria, growth factors and food borne illnesses associated with those bacteria.
- Describe and demonstrate various types of waste disposal and recycling methods.
- Demonstrate safe usage of food production equipment.
- Explain 5 step manual dishwashing procedure.

<p>recycling methods.</p> <p>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</p> <ul style="list-style-type: none"> <li>• 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.</li> <li>• 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.</li> <li>• 31. Describe and demonstrate the proper procedures for storing equipment and tools.</li> </ul>	
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Content/Topics	Skills
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>• Temperature danger zone</li> <li>• Cross contamination</li> <li>• Food-borne illnesses</li> <li>• Proper food storage and handling</li> <li>• Manual dishwashing procedures</li> <li>• Pest control</li> <li>• Personal hygiene</li> <li>• Kitchen safety procedures</li> <li>• Equipment safety procedures</li> <li>• Waste disposal and recycling</li> </ul>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>• 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>

Core Learning Activities	Resources
<ul style="list-style-type: none"> <li>• Create safety rules for kitchen</li> <li>• Food-borne illness scenarios</li> <li>• Safety and Sanitation College Bowl</li> <li>• Conducts an evaluation of the safety and sanitation of the Culinary program's kitchen facility to see what is required to pass a state health inspection report.</li> <li>• Create HACCP (Hazard Analysis Critical Control Point) for a given set of recipes.</li> </ul>	<p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley                      Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill                      Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a></p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <a href="http://www.foodsafetynews.com">http://www.foodsafetynews.com</a></li> <li>• <a href="http://www.fsis.usda.gov/">http://www.fsis.usda.gov/</a></li> </ul> </div>

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p><b>Sanitation and Safety Exam</b>                      Summative: Written Test                      90 or above to demonstrate level of proficiency required to participate in kitchen labs.</p> <p><b>HACCP Project</b>                      Formative: Other written assessments</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Conform to professional standards in appearance (footwear, hats/hair nets)</li> <li>• Label and date all products</li> <li>• Store ingredients in accordance with health and safety standards</li> <li>• Practice safe food handling procedures</li> <li>• Dispose of waste and garbage in accordance with health codes</li> <li>• Demonstrate safe and proper usage of equipment</li> <li>• Locate fire exits and extinguishers</li> </ul>

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Collaboration

**Baking & Pastry** High School | F&AA: FACS | Newtown High School

Unit: Fundamentals of Baking (Week 4, 1 Week)	
<p><b>Enduring Understanding(s)/ Generalization(s)</b></p> <p>The unit introduces students to the importance of the safe use of equipment, correct measuring techniques and the seven basic baking ingredients.</p> <p>Each ingredient in a baked goods recipe has a special purpose, so recipes must be followed carefully.                      Basic baking ingredients are:                      Flour: provides structure                      Sugar: flavor, tenderizing, browning, moisture, fermentation activation                      Eggs: leavening                      Liquids: moistness, texture                      Fat: flakiness, leavening, flavor, browning                      Leavening Agents: rising, texture                      Salt: flavor enhancer, texture, fermentation control</p> <p>This unit also introduces students to "the language of a recipe."</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>Why is it essential to understand the language of a recipe?</li> <li>Why is it important to follow a recipe properly to achieve a successful result?</li> </ul>	<p><b>Guiding Questions</b></p> <p><i>Factual, Conceptual, Provocative</i></p> <ul style="list-style-type: none"> <li>Why are the correct measuring techniques important for a successful product?</li> <li>How will understanding equivalents help when preparing a recipe?</li> <li>How can the understanding of food preparation terms help in the successful preparation of a baked product?</li> </ul>
<p><b>Standard(s)</b></p> <p><i>Content and CCSS</i></p> <p><b>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</b></p> <p><b>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</b></p> <ul style="list-style-type: none"> <li>29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.</li> </ul> <p><b>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</b></p> <ul style="list-style-type: none"> <li>33. Monitor recipe/formula proportions and modifications for food.</li> </ul> <p><b>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</b></p> <ul style="list-style-type: none"> <li>34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.</li> </ul>	<p><b>Objective(s)</b></p> <p><b><u>Bloom/ Anderson Taxonomy / DOK Language</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate selection, use and maintenance of baking and pastry production equipment.</li> <li>Monitor ingredients, proportions and modifications for baking and pastry recipes.</li> <li>Identify key terms and abbreviations commonly used in recipes. differentiate between volume, count, and weight and use the appropriate measuring technique for each ingredient.</li> </ul>
<p><b>Content/Topics</b></p> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>The properties and functions of the basic ingredients used in baked goods</li> <li>How to read and follow recipe directions</li> <li>How to measure ingredients used in baking</li> <li>Be able to identify substitutions</li> <li>Be able to identify properly baked products</li> </ul>	<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>

<ul style="list-style-type: none"> <li>• Be able to identify and explain use of all major pieces of kitchen equipment used in baking</li> </ul>		
<b>Core Learning Activities</b>		<b>Resources</b>
Equipment Identification Measurement Lab Ingredient Identification Worksheet		<i>Professional &amp; Student</i>  Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a> <a href="http://www.epicurious.com">www.epicurious.com</a> <a href="http://www.foodnetwork.com">www.foodnetwork.com</a> <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>
<b>Assessments (Titles)</b>	<b>Graduation Standards</b>	<b>Interdisciplinary Connections</b>
Equipment ID Test Summative: Other Visual Assessments	<u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u>	<ul style="list-style-type: none"> <li>• Identify the properties and functions of the basic ingredients used in baked goods</li> <li>• Read and follow recipe directions</li> <li>• Measure ingredients used in baking</li> <li>• Identify substitutions</li> <li>• Identify properly baked products</li> <li>• Identify and explain use of all major pieces of kitchen equipment used in baking</li> </ul>

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Collaboration

**Baking & Pastry** High School | F&AA: FACS | Newtown High School

**Unit: Quick Breads (Week 5, 3 Weeks)**

**Enduring Understanding(s)/ Generalization(s)**

- This unit introduces students to quick breads: mixing techniques, nutritional value, and their variety. Students will continue to demonstrate skills needed when working cooperatively in the workplace.
- Each ingredient in a quick bread recipe has a special purpose.
- The two techniques most commonly used to make quick breads are the creaming method and the biscuit method.

**Essential Question(s)**

- What makes a quick bread a quick bread?
- What are the differences between batters and doughs? How can we properly make batter and dough products?

**Guiding Questions**

*Factual, Conceptual, Provocative*

- What is the function of each basic quick bread ingredient?
- What are the differences between the muffin and biscuit methods of mixing?
- What nutritional values do quick bread provide?
- How do you minimize gluten development in muffins, biscuits and other quick breads?
- Why would you want to minimize the gluten development?

**Standard(s)**

*Content and CCSS*

**CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services**

**E. Food Safety:** Evaluate factors that affect food safety, from production through consumption.

- 15. Identify safety and sanitation practices throughout the food chain.

**J. Food Production Equipment:** Demonstrate selecting, using and maintaining food production equipment.

- 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
- 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
- 31. Describe and demonstrate the proper procedures for storing equipment and tools.

**K. Planning Menu Items:** Demonstrate planning menu items based on standardized recipes to meet customer needs.

- 33. Monitor recipe/formula proportions and modifications for food.

**L. Food Preparation:** Demonstrate preparation for all menu categories to produce a variety of food products.

- 34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.
- 42. Describe and demonstrate the process for preparing baked goods and desserts.
- 44. Describe and demonstrate techniques for food presentation.

**Objective(s)**

Bloom/ Anderson Taxonomy / DOK Language

- Maintains a safe and sanitary work environment while preparing foods
- Demonstrates excellent work habits by performing tasks responsibly and efficiently
- Maintains a professional attitude at all times and work consistently as a team player
- Demonstrates appropriate techniques of food preparation
- Utilizes the appropriate interpersonal and communication skills
- Utilizes the appropriate ingredients, equipment and smallwares required for each formula and recipe
- Adapts or converts recipes/formulas to meet the needs of the day's production
- Employs effective decision making strategies in the planning and preparation of foods
- Applies the principles of science as they relate to baking and pastry production

<p><b>Content/Topics</b></p> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>• The importance of food safety, proper sanitation concepts and personal hygiene when working with and around food</li> <li>• The use of various techniques, methods, ingredients and equipment in planning, producing and serving various baked goods and pastries</li> <li>• The vocabulary of basic food preparation</li> <li>• The importance of planning, time management and efficiency with regards to food production</li> <li>• Basic conversions for production of baked goods</li> <li>• The principles of science as they relate to baking and pastry preparation</li> <li>• The responsibilities of an individual working as part of a team</li> <li>• Identify the functions of each basic ingredient used in a flour system.</li> <li>• State the principles that apply to the muffin method.</li> <li>• State the principles that apply to the biscuit method.</li> <li>• State the principles that apply to the cream puff and popover method.</li> <li>• Identify characteristics of desirable appearance, mouth feel and flavor.</li> <li>• Identify proper storage techniques.</li> </ul>	<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>• 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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<p><b>Core Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Lab: Blended Method             <ul style="list-style-type: none"> <li>• Recipe: Crepes</li> <li>• Recipe: Pancakes</li> <li>• Recipe: Waffles</li> <li>• Recipe: Johnnycakes</li> <li>• Recipe: Tortilla</li> </ul> </li> <li>• Lab: Creaming Method             <ul style="list-style-type: none"> <li>• Recipe: Muffins</li> </ul> </li> <li>• Lab: Biscuit Method             <ul style="list-style-type: none"> <li>• Recipe: Biscuits</li> <li>• Recipe: Scones</li> <li>• Recipe: Irish Soda Bread</li> </ul> </li> </ul>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley              Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill              Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>              Teacher Handouts and Worksheets</p>
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p><b>Recipe Production</b>  <b>Formative: Lab Assignment</b>                      Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making quick bread products.</p> <p><b>Reflection, Rubric</b>  <b>Summative: Self Assessment</b>                      Students will complete a written assessment on skills and content taught throughout the unit.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Demonstrate biscuit and muffin methods of mixing.</li> <li>• Demonstrate accurate measuring.</li> <li>• Correctly follow written directions.</li> <li>• Exhibit workplace readiness skills such as cooperation with others and following oral directions.</li> </ul>

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Collaboration | **Baking & Pastry** | High School | F&AA: FACS | Newtown High School

Unit: Cookies (Week 8, 2 Weeks)	
<p><b>Enduring Understanding(s)/ Generalization(s)</b></p> <p>This unit introduces students to techniques and skills required when making a variety of cookies; the mixing, assembling baking techniques, and knowledge of the nutritional value and function of ingredients.</p>	
<p><b>Essential Question(s)</b></p> <p>If most baked goods use the same ingredients, what makes a cookie a cookie?</p>	<p><b>Guiding Questions</b></p> <p><i>Factual, Conceptual, Provocative</i></p> <p>How do you prepare a variety of cookies?                      Why do cookies provide mostly calories?                      How do you store and serve various types of cookies?</p>
<p><b>Standard(s)</b></p> <p><i>Content and CCSS</i></p> <p><b>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</b></p> <p><b>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</b></p> <ul style="list-style-type: none"> <li>• 15. Identify safety and sanitation practices throughout the food chain.</li> </ul> <p><b>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</b></p> <ul style="list-style-type: none"> <li>• 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.</li> <li>• 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.</li> <li>• 31. Describe and demonstrate the proper procedures for storing equipment and tools.</li> </ul> <p><b>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</b></p> <ul style="list-style-type: none"> <li>• 33. Monitor recipe/formula proportions and modifications for food.</li> </ul> <p><b>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</b></p> <ul style="list-style-type: none"> <li>• 34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.</li> <li>• 42. Describe and demonstrate the process for preparing baked goods and desserts.</li> <li>• 44. Describe and demonstrate techniques for food presentation.</li> </ul>	<p><b>Objective(s)</b></p> <p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> <li>• Maintains a safe and sanitary work environment while preparing cookies</li> <li>• Demonstrates excellent work habits by performing tasks responsibly and efficiently</li> <li>• Maintains a professional attitude at all times and work consistently as a team player</li> <li>• Demonstrates appropriate techniques of cookie preparation</li> <li>• Utilizes the appropriate interpersonal and communication skills</li> <li>• Utilizes the appropriate ingredients, equipment and smallwares required for each formula and recipe</li> <li>• Adapts or converts recipes/formulas to meet the needs of the day's production</li> <li>• Employs effective decision making strategies in the planning and preparation of cookies</li> <li>• Applies the principles of science as they relate to cookie production</li> </ul>
<p><b>Content/Topics</b></p> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>• The importance of food safety, proper sanitation concepts and personal hygiene when working with and around food</li> <li>• The use of various techniques, methods, ingredients and equipment in planning, producing and serving various types of cookies</li> <li>• The vocabulary of basic food preparation</li> <li>• The importance of planning, time management and efficiency with</li> </ul>	<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>• 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> </ul>

<p>regards to cookies production</p> <ul style="list-style-type: none"> <li>• Basic conversions for production of cookies</li> <li>• The principles of science as they relate to cookie preparation</li> <li>• The responsibilities of an individual working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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<p><b>Core Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Lab: Drop Cookie             <ul style="list-style-type: none"> <li>• Recipe: Group selected</li> <li>• Recipe: Macarons</li> <li>• Recipe: Classic Tollhouse</li> <li>• Recipe: Nearly Sin Free Tollhouse</li> </ul> </li> <li>• Lab: Bars             <ul style="list-style-type: none"> <li>• Recipe: Dulce de Leche Brownies</li> <li>• Recipe: Group Selected</li> </ul> </li> <li>• Lab: Molded/Shaped Cookie             <ul style="list-style-type: none"> <li>• Recipe: Biscotti</li> <li>• Recipe: Palmiers</li> </ul> </li> <li>• Lab: Rolled Cookie             <ul style="list-style-type: none"> <li>• Recipe: Sugar Cookie</li> <li>• Recipe: Gingerbread</li> </ul> </li> </ul>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley              Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill              Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a></p>
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p><b>Recipe Production</b>  <b>Formative: Lab Assignment</b>                      Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of cookies.</p> <p><b>Gingerbread Construction Project</b>  <b>Summative: Lab Assignment</b>                      Group Construction Project:                      Students will plan, prepare, construct, and decorate a gingerbread type house.                      Fall semester only</p> <p><b>Reflection, Rubric</b>  <b>Summative: Self Assessment</b>                      Students will complete a written assessment on skills and content taught throughout the unit.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Identify proper ingredients to be used in producing various types of cookies.</li> <li>• Identify proper equipment to be used in producing various types of cookies.</li> <li>• Demonstrate various methods used in producing various types of cookies</li> </ul>

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Collaboration

**Baking & Pastry** High School | F&AA: FACS | Newtown High School

**Unit: Pies (Week 10, 1 Week)**

**Enduring Understanding(s)/ Generalization(s)**

This unit introduces students to a variety of types of pastry mostly pies. Mixing and assembling techniques, nutritional value and function of ingredients and a variety of garnishing techniques.

**Essential Question(s)**

What makes a pie a pie?

**Guiding Questions**

*Factual, Conceptual, Provocative*

- What are the ingredients and function of each when making pastry dough?
- What are the correct procedures for making pastry?
- What specific techniques are used when making a one-crust, two-crust and a pre baked pie shell?
- What are the differences in preparation and storage of fruit filled and cream filled pies?

**Standard(s)**

*Content and CCSS*

**CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services**

**E. Food Safety:** Evaluate factors that affect food safety, from production through consumption.

- 15. Identify safety and sanitation practices throughout the food chain.

**J. Food Production Equipment:** Demonstrate selecting, using and maintaining food production equipment.

- 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
- 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
- 31. Describe and demonstrate the proper procedures for storing equipment and tools.

**K. Planning Menu Items:** Demonstrate planning menu items based on standardized recipes to meet customer needs.

- 33. Monitor recipe/formula proportions and modifications for food.

**L. Food Preparation:** Demonstrate preparation for all menu categories to produce a variety of food products.

- 34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.
- 42. Describe and demonstrate the process for preparing baked goods and desserts.
- 44. Describe and demonstrate techniques for food presentation.

**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

- Maintains a safe and sanitary work environment while preparing pies
- Demonstrates excellent work habits by performing tasks responsibly and efficiently
- Maintains a professional attitude at all times and work consistently as a team player
- Demonstrates appropriate techniques of pie preparation
- Utilizes the appropriate interpersonal and communication skills
- Utilizes the appropriate ingredients, equipment and smallwares required for each formula and recipe
- Adapts or converts recipes/formulas to meet the needs of the day's production
- Employs effective decision making strategies in the planning and preparation of pies
- Applies the principles of science as they relate to pie production

**Content/Topics**

*Critical content that students must KNOW*

- The importance of food safety, proper sanitation concepts and personal hygiene when working with and around food
- The use of various techniques, methods, ingredients and equipment in planning, producing and serving various pies

**Skills**

*Transferable skills that students must be able to DO*

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.

<ul style="list-style-type: none"> <li>• The vocabulary of basic food preparation</li> <li>• The importance of planning, time management and efficiency with regards to pie production</li> <li>• Basic conversions for production of pies</li> <li>• The principles of science as they relate to pie preparation</li> <li>• The responsibilities of an individual working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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<p><b>Core Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Lab: Flaky Pie Crust             <ul style="list-style-type: none"> <li>• Technique: Fluting</li> <li>• Technique: Lattice</li> </ul> </li> <li>• Lab: Filling             <ul style="list-style-type: none"> <li>• Recipe: Fruit Filling</li> <li>• Recipe: Custard Filling</li> </ul> </li> </ul>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley              Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill              Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>              Teacher made handouts and worksheets</p>
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p><b>Recipe Production</b>  <b>Formative: Lab Assignment</b>                      Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making pastry and pies.</p> <p><b>Reflection, Rubric</b>  <b>Summative: Self Assessment</b>                      Students will complete a written assessment on skills and content taught throughout the unit.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Identify proper ingredients to be used in producing various types of pies.</li> <li>• Identify proper equipment to be used in producing various types of pies.</li> <li>• Demonstrate various methods used in producing various types of pies.</li> </ul>

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Newtown Public Schools  
**Course Assignments > Yeast Breads**



Collaboration **Baking & Pastry** High School | F&AA: FACS | Newtown High School

Unit: Yeast Breads (Week 11, 2 Weeks)	
<b>Enduring Understanding(s)/ Generalization(s)</b>	
Students will have an understanding of yeast dough: nutritional value, principles, preparation, the science of fermentation and gluten formation, and the ability to produce a variety of yeast baked products.	
<b>Essential Question(s)</b>	<b>Guiding Questions</b>
How do quick breads and yeast breads differ?	<i>Factual, Conceptual, Provocative</i>  What is the function of each basic yeast dough ingredient? What nutritional values do yeast breads provide? How are yeast breads used and served? How do you prepare a variety of yeast dough products?
<b>Standard(s)</b>	<b>Objective(s)</b>
<p><i>Content and CCSS</i></p> <p><b>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</b></p> <p><b>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</b></p> <ul style="list-style-type: none"> <li>• 15. Identify safety and sanitation practices throughout the food chain.</li> </ul> <p><b>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</b></p> <ul style="list-style-type: none"> <li>• 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.</li> <li>• 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.</li> <li>• 31. Describe and demonstrate the proper procedures for storing equipment and tools.</li> </ul> <p><b>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</b></p> <ul style="list-style-type: none"> <li>• 33. Monitor recipe/formula proportions and modifications for food.</li> </ul> <p><b>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</b></p> <ul style="list-style-type: none"> <li>• 34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.</li> <li>• 42. Describe and demonstrate the process for preparing baked goods and desserts.</li> <li>• 44. Describe and demonstrate techniques for food presentation.</li> </ul>	<p><b><u>Bloom/ Anderson Taxonomy / DOK Language</u></b></p> <ul style="list-style-type: none"> <li>• Maintains a safe and sanitary work environment while preparing yeast breads</li> <li>• Demonstrates excellent work habits by performing tasks responsibly and efficiently</li> <li>• Maintains a professional attitude at all times and work consistently as a team player</li> <li>• Demonstrates appropriate techniques of yeast bread preparation</li> <li>• Utilizes the appropriate interpersonal and communication skills</li> <li>• Utilizes the appropriate ingredients, equipment and smallwares required for each formula and recipe</li> <li>• Adapts or converts recipes/formulas to meet the needs of the day's production</li> <li>• Employs effective decision making strategies in the planning and preparation of yeast breads</li> <li>• Applies the principles of science as they relate to yeast bread production</li> </ul>
<b>Content/Topics</b>	<b>Skills</b>
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>• The importance of food safety, proper sanitation concepts and personal hygiene when working with and around food</li> <li>• The use of various techniques, methods, ingredients and equipment in planning, producing and serving various yeast breads</li> <li>• The vocabulary of basic food preparation</li> <li>• The importance of planning, time management and efficiency with regards to yeast bread production.</li> </ul>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>• 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking</li> </ul>

<ul style="list-style-type: none"> <li>• Principles and Preparation             <ul style="list-style-type: none"> <li>• Dough making</li> <li>• Fermentation</li> <li>• Punching down</li> <li>• Shaping Baking</li> </ul> </li> <li>• Basic conversions for production of yeast breads</li> <li>• The principles of science as they relate to yeast bread preparation</li> <li>• The responsibilities of an individual working as part of a team</li> </ul>	<p>patterns, work habits, and working/learning conditions.</p> <ul style="list-style-type: none"> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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<p><b>Core Learning Activities</b></p> <p>Lab: Recipes</p> <ul style="list-style-type: none"> <li>• Sourdough Loaf</li> <li>• Soft Pretzels</li> <li>• Grilled Pizza</li> <li>• Doughnuts</li> <li>• Dinner Rolls</li> <li>• Cinnamon Rolls</li> </ul>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley          Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill          Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>          Teacher handouts and worksheets.</p>
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p><b>Recipe Production</b>  <b>Summative: Lab Assignment</b>            Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making yeast dough products.</p> <p><b>Reflection, Rubric</b>  <b>Formative: Self Assessment</b>            Written assessment: Students will complete a written reflection on skills taught in each unit.            Rubric: For assessment of various yeast products.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Identify proper ingredients to be used in producing various types of yeast breads.</li> <li>• Identify proper equipment to be used in producing various types of yeast breads.</li> <li>• Demonstrate various methods used in producing a variety of yeast breads.</li> <li>• Develop proper kneading skills.</li> <li>• Understand the importance of gluten and carbon dioxide to the preparation of yeast breads.</li> <li>• Demonstrate the proper environmental conditions for fermentation to take place.</li> </ul>

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Collaboration | **Baking & Pastry** | High School | F&AA: FACS | Newtown High School

Unit: Cakes & Cake Decoration (Week 13, 2 Weeks)	
<b>Enduring Understanding(s)/ Generalization(s)</b>	
This unit introduces students to cakes and cake decorating: Mixing and assembling techniques, nutritional value, and function of ingredients and techniques used in cake decorating.	
<b>Essential Question(s)</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>How do creamed and sponge cakes differ?</li> <li>Why are cakes and frosting nutrient poor but calorie rich?</li> </ul>	<p><i>Factual, Conceptual, Provocative</i></p> <ul style="list-style-type: none"> <li>How are creamed and sponge cakes prepared?</li> <li>How do you prepare frosting and frost cakes?</li> <li>How are sauces used for garnish and plate decoration prepared?</li> </ul>
<b>Standard(s)</b>	<b>Objective(s)</b>
<p><i>Content and CCSS</i></p> <p><b>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</b></p> <p><b>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</b></p> <ul style="list-style-type: none"> <li>15. Identify safety and sanitation practices throughout the food chain.</li> </ul> <p><b>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</b></p> <ul style="list-style-type: none"> <li>29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.</li> <li>30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.</li> <li>31. Describe and demonstrate the proper procedures for storing equipment and tools.</li> </ul> <p><b>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</b></p> <ul style="list-style-type: none"> <li>33. Monitor recipe/formula proportions and modifications for food.</li> </ul> <p><b>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</b></p> <ul style="list-style-type: none"> <li>34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.</li> <li>42. Describe and demonstrate the process for preparing baked goods and desserts.</li> <li>44. Describe and demonstrate techniques for food presentation.</li> </ul>	<p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> <li>Maintains a safe and sanitary work environment while preparing cakes, fillings and sauces</li> <li>Demonstrates excellent work habits by performing tasks responsibly and efficiently</li> <li>Maintains a professional attitude at all times and work consistently as a team player</li> <li>Demonstrates appropriate techniques of cake, filling and sauce preparation</li> <li>Utilizes the appropriate interpersonal and communication skills</li> <li>Utilizes the appropriate ingredients, equipment and smallwares required for each formula and recipe</li> <li>Adapts or converts recipes/formulas to meet the needs of the day's production</li> <li>Employs effective decision making strategies in the planning and preparation of cakes, fillings and sauces</li> <li>Applies the principles of science as they relate to cake, filling and sauce production</li> </ul>
<b>Content/Topics</b>	<b>Skills</b>
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> <li>The importance of food safety, proper sanitation concepts and personal hygiene when working with and around cakes, fillings and sauces</li> <li>The use of various techniques, methods, ingredients and equipment in planning, producing and serving various cakes, fillings and sauces</li> <li>The vocabulary of basic food preparation</li> <li>The importance of planning, time management and efficiency with</li> </ul>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> <li>1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>4. Demonstrate innovation, flexibility and adaptability in thinking</li> </ul>

<p>regards to food production</p> <ul style="list-style-type: none"> <li>• Basic conversions for production of cakes, fillings and sauces</li> <li>• The principles of science as they relate to cakes, fillings and sauces</li> <li>• The responsibilities of an individual working as part of a team</li> </ul>	<p>patterns, work habits, and working/learning conditions.</p> <ul style="list-style-type: none"> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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Core Learning Activities	Resources
<ul style="list-style-type: none"> <li>• Lab: Sponge Method                             <ul style="list-style-type: none"> <li>• Recipe: Genoise</li> </ul> </li> <li>• Lab: Creaming Method                             <ul style="list-style-type: none"> <li>• Recipe: Pound Cake</li> <li>• Recipe: Cupcakes</li> </ul> </li> <li>• Lab: Filling/Icing                             <ul style="list-style-type: none"> <li>• Recipe: Buttercream</li> <li>• Recipe: Ganache</li> </ul> </li> <li>• Lab: Sauces                             <ul style="list-style-type: none"> <li>• Recipe: Raspberry Puree</li> <li>• Recipe: Mango Puree</li> <li>• Recipe: Caramel Sauce</li> <li>• Recipe: Creme Anglaise</li> </ul> </li> <li>• Lab: Decoration                             <ul style="list-style-type: none"> <li>• Technique: Piping</li> <li>• Technique: Plate Decoration</li> <li>• Technique: Chocolate Filigree</li> </ul> </li> </ul>	<p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley                      Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill                      Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>                      Teacher worksheets and handouts</p>

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p><b>Recipe Production</b>  <b>Formative: Lab Assignment</b>                      Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of cakes, frostings and fillings, and sauces.</p> <p><b>Cupcake Wars</b>  <b>Summative: Lab Assignment</b>                      Group Project.                      Four unique cupcakes.                      Spring Only.</p> <p><b>Reflection, Rubric</b>  <b>Summative: Self Assessment</b>                      Students will complete a written assessment on skills and content taught throughout the unit.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Identify proper ingredients to be used in producing various types of cakes, fillings and sauces.</li> <li>• Identify proper equipment to be used in producing various types of cakes, fillings and sauces.</li> <li>• Demonstrate various methods used in producing various types of cakes, fillings and sauces.</li> </ul>

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Collaboration

**Baking & Pastry** High School | F&AA: FACS | Newtown High School

**Unit: Specialties (Week 15, 2 Weeks)**

**Enduring Understanding(s)/ Generalization(s)**

Students will learn the principles, techniques and preparation of a variety of specialty desserts.

**Essential Question(s)**

What is a specialty dessert?

**Guiding Questions**

*Factual, Conceptual, Provocative*

- Do specialty desserts use unique ingredients?
- Do specialty desserts require different techniques and equipment?
- What are some varieties of specialty desserts and how do they differ?

**Standard(s)**

*Content and CCSS*

**CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services**

**E. Food Safety:** Evaluate factors that affect food safety, from production through consumption.

- 15. Identify safety and sanitation practices throughout the food chain.

**J. Food Production Equipment:** Demonstrate selecting, using and maintaining food production equipment.

- 29. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
- 30. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
- 31. Describe and demonstrate the proper procedures for storing equipment and tools.

**K. Planning Menu Items:** Demonstrate planning menu items based on standardized recipes to meet customer needs.

- 33. Monitor recipe/formula proportions and modifications for food.

**L. Food Preparation:** Demonstrate preparation for all menu categories to produce a variety of food products.

- 34. Describe and demonstrate the appropriate skills used in knife, tool, and equipment handling.
- 42. Describe and demonstrate the process for preparing baked goods and desserts.
- 44. Describe and demonstrate techniques for food presentation.

**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

- Maintains a safe and sanitary work environment while preparing specialty desserts
- Demonstrates excellent work habits by performing tasks responsibly and efficiently
- Maintains a professional attitude at all times and work consistently as a team player
- Demonstrates appropriate techniques of specialty dessert preparation
- Utilizes the appropriate interpersonal and communication skills
- Utilizes the appropriate ingredients, equipment and small wares required for each formula and recipe
- Adapts or converts recipes/formulas to meet the needs of the day's production
- Employs effective decision making strategies in the planning and preparation of specialty desserts
- Applies the principles of science as they relate to specialty dessert production

**Content/Topics**

*Critical content that students must KNOW*

- The importance of food safety, proper sanitation concepts and personal hygiene when working with and around food
- The use of various techniques, methods, ingredients and equipment in planning, producing and serving various specialty desserts
- The vocabulary of basic food preparation
- The importance of planning, time management and efficiency with regards to specialty dessert production
- Basic conversions for production of specialty desserts
- The principles of science as they relate to specialty dessert

**Skills**

*Transferable skills that students must be able to DO*

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, syntheses, and evaluative processes

<p>preparation</p> <ul style="list-style-type: none"> <li>• The responsibilities of an individual working as part of a team</li> </ul>	<p>that enable productive problem solving.</p> <ul style="list-style-type: none"> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
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Core Learning Activities	Resources
<p>Lab: Specialty Desserts</p> <ul style="list-style-type: none"> <li>• Eclairs</li> <li>• Beignets</li> <li>• Sweet Pasta</li> <li>• Cheesecake</li> <li>• Ice Cream</li> </ul>	<p><i>Professional &amp; Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley                  Culinary Essentials, Johnson &amp; Wales, Glencoe McGraw Hill                  Internet:  <a href="http://www.foodsafetynews.com">www.foodsafetynews.com</a>  <a href="http://www.epicurious.com">www.epicurious.com</a>  <a href="http://www.foodnetwork.com">www.foodnetwork.com</a>  <a href="http://www.fsis.usda.gov/factsheets">www.fsis.usda.gov/factsheets</a>                  Teacher handouts and worksheets.</p>

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p><b>Recipe Production</b>  <b>Formative: Lab Assignment</b>                      Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques when making a variety of specialty desserts.</p> <p><b>Reflection, Rubric</b>  <b>Summative: Self Assessment</b>                      Students will complete a written assessment on skills and content taught throughout the unit.</p>	<p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<ul style="list-style-type: none"> <li>• Identify proper ingredients to be used in producing various types of specialty desserts.</li> <li>• Identify proper equipment to be used in producing various types of specialty desserts.</li> <li>• Demonstrate various methods used in producing various types of specialty desserts.</li> </ul>

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