

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on February 17, 2015 in the Municipal Office Building Council Chambers, 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	R. Bienkowski (absent)
D. Leidlein	2 Staff
J. Vouros	4 Public
D. Freedman	1 Press
M. Ku	

Mr. Alexander called the meeting to order at 6:34 p.m.

MOTION: Mrs. Roche moved that the Board of Education go into executive session to discuss security, a personnel request and a student matter and invite Dr. Erardi, Dr. Gejda, Mr. Faiella and Mr. Pompano. Mr. Freedman seconded. Motion passes unanimously.

Item 1 – Executive Session

The Board exited executive session at 7:40 p.m.

Item 2 – Pledge of Allegiance

MOTION: Ms. Hamilton moved to amend the agenda under Old Business to add “action” to the contract amendments 2014-2015 for the assistant superintendent and director of business under old business. Mr. Vouros seconded. Motion passes unanimously.

Item 3 – Consent Agenda

MOTION: Mr. Freedman moved that the Board of Education approve the consent agenda which includes the minutes of January 20, 2015 and February 5, 2015, the donations to Sandy Hook School, the donation of a scoreboard for the Newtown High School softball field, the resignations of Linda Sykes, Kate MacKinney and Beverly Andracchi, and the correspondence report. Mrs. Roche seconded. Motion passes unanimously.

Item 4 – Public Participation - none

Item 5 – Reports

Chair Report: Mr. Alexander attended the sixth grade concert and, along with other Board members, attended the Board of Finance meeting where they discussed possibly closing a facility. Our budget presentation to them is this Thursday at 7 PM. The CAFE breakfast was held last Friday where they were able to share concerns about upcoming legislation.

Superintendent’s Report:

Dr. Erardi spoke about the partnership with the Booth Library which will include a library card being offered to each kindergarten student. He is also in partnership with the PTA leadership for the combined PTA forum being held March 10 at 7:30 p.m.

David Esquith from the Department of Education will be here on Thursday and Friday to discuss significant gains moved forward on the SERV grant.

Dr. Erardi noted that there have been five school cancellations this year. We also have a correction on the 2015-2016 school calendar. The dates in February for school closings were listed as February 22 and 23 but should be February 15 and 16. The Board will move a revised calendar to reflect the change at the next meeting.

The school based health center profile of staff was included. Certification will be in place tomorrow with approximately 150 students signed up to use the center.

Ms. Hamilton requested the snow dates be posted on the website.

Student Report:

Rilind Abazi said five high school students will participate in the All State Music Festival. The Snow Ball Dance is this Friday. He also contacted students regarding education issues spoken about at the last Board meeting. A group of students spoke to eighth graders about attending the high school next year.

Megan Milano said the Harlem Wizards will take on staff at the high school on Sunday. The science fair was held this past weekend. Julian Dunn and Michael Nowacki were selected CIAC scholar athletes.

Mr. Alexander mentioned that Newtown High School received gold medal status in U.S. News and World Report.

Committee Reports:

Mr. Alexander stated that the Board newsletter would be sent out tomorrow.

The financial report would not be discussed as Mr. Bienkowski was not in attendance.

Item 6 – Old Business

MOTION: Mrs. Leidlein moved that the Board of Education approve the Baking and Pastry Curriculum. Mr. Vouros seconded.

Dr. Gejda spoke briefly about this curriculum which had been referred by the C & I Committee. Motion passes unanimously.

MOTION: Mrs. Roche moved that the Board of Education approve the agreement with the Shepaug Agriscience STEM Academy beginning in the fall of 2018. Ms. Hamilton seconded.

Dr. Erardi introduced Kim Gallo, principal of Shepaug High School. Legal counsel had reviewed the agreement.

Mrs. Ku asked what happens to students already at Nonnewaug.

Ms. Gallo said students will stay at Nonnewaug. The freshmen will start in 2018 but we will also accept sophomores that year.

Mrs. Leidlein asked if there was a provision if a parent or student requests a change from Nonnewaug or Shepaug.

Ms. Gallo said those discussions usually take place between the superintendents and they would work with the parents.

Mrs. Ku said during the transition time we will be sending students to both schools and asked about transportation.

Ms. Gallo said Nonnewaug starts at 7:25 a.m. and Shepaug at 8:00 a.m. so we could transport to both schools with one bus run.

Ms. Hamilton said the bus ride will be 50 minutes to an hour. The cost is \$36,000 for transportation to Nonnewaug. We are making this agreement for the 2018-19 school year moving forward. What happens if another board decides to change their mind regarding this agreement.

Dr. Erardi said the statute is definitive that every local board must host or send students to these programs. He was not sure if there was a back away clause to go back to Nonnewaug. Shepaug will be our destination for agriscience students.

Ms. Hamilton asked what if there was a student that really wanted to go to Nonnewaug but we chose to send our students to Shepaug.

Dr. Erardi said that would become an individual conversation with that school. The bottom line is it will offer us an opportunity for greater participation.

Motion passes unanimously.

Operational Plan 2015-2016:

Dr. Erardi briefly spoke about this budget and said we have an opportunity to discuss it at the Board of Finance meeting this Thursday at 7:00 p.m.

Action on Contract Amendments 2014-2015 for Assistant Superintendent and the Director of Business:

MOTION: Mr. Freedman moved that the Board of Education approve the contract amendments for the Assistant Superintendent and Director of Business which formalize the salary adjustments for the 2014-2015 year. Mr. Vouros seconded.

Ms. Hamilton said we were doing this because Dr. Erardi went to review the contacts and found errors. This corrects the errors. We will put a new procedure in place with an additional signature on contracts. There will be a policy change in the near future.

Motion passes unanimously.

Item 7 – New Business

MOTION: Mrs. Ku moved that the Board of Education approve the minutes of February 3, 2015. Ms. Hamilton seconded. Vote: 6 ayes, 1 abstained (Mrs. Roche) Motion passes.

Child Care Program for Newtown Staff:

Dr. Erardi invited Dawn Ryan who runs a program for the Town of Monroe. He was hoping that the Newtown Board would support the opportunity and a number of staff are pleased the board is willing to have the conversation. We are confident that we can use two facilities which are Hawley and Newtown High School. Legal counsel also looked at the agreement. This only comes with possible soft costs to the district. There is no immediacy for a decision but parents will be making arrangements for next year soon.

Ms. Hamilton thought it was a great idea for employees to have daycare close by. She would like to see additional information on what we will be doing in two years regarding the status of our schools. It's hard to commit space when we are evaluating our space. She wants to see a business plan including what the soft costs would be, costs to parents, and how they would separate infants from toddlers.

Ms. Ryan said once you find out the enrollment those questions could be answered. The cost would be a flat rate fee. When you get over a 32 to 36 month range you would separate those children.

Mr. Freedman asked about following the state framework and space needs requirement. Ms. Ryan said it would be a licensed facility.

Mrs. Leidlein was in favor of this as it cuts down on teacher absences and is beneficial for the children. She would hope our district needs would drive our space requirements rather than our space driving our district needs.

Mr. Vouros agreed.

Mrs. Roche also agreed. A parent is better at their job if they have a good day care system for their child.

Dr. Erardi said we would come back in March with a continued conversation. Many teachers continue to inquire about this program.

Ms. Ryan said the time frame is important as parents need to make a commitment for next year.

MOTION: Mrs. Roche moved that the Board of Education authorize the Superintendent, Dr. Joseph V. Erardi, Jr., to enter into and execute all agreements with Western Connecticut State University. Mrs. Leidlein seconded.

Dr. Erardi said that honors calculus students will receive credit with Western Connecticut State University. This authorization has to be in place at the local level.

Motion passes unanimously.

Item 8 – Public Participation – none

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

Item 9 – Adjournment

The meeting adjourned at 8:33 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

DONATIONS

To BOE for Approval on February 17, 2015

2/17/2015

SHES

Pepsico Silicon Valley Community Foundation
Mountain View, CA
Travelers Employee Giving Campaign
B.Zalcman, Glastonbury, CT

\$150.00

Ck# 1170013397

\$70.00

Ck# 0000061588

Total

\$ 220.00

\$ 220.00

SHES Library

Newtown Public Schools

\$ -

\$ -

Middle Gate School

Total

\$ -

\$ -

NPS Teachers

\$ -

\$ 220.00

\$ 220.00

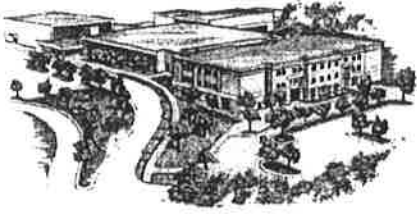
February 5, 2015

Dear Joe,

The Newtown High School Athletic Department would like to accept the donation of a scoreboard for our softball field located on the high school grounds. Lin Hertberg, a local resident who has been actively involved in youth sports for decades would like to donate the scoreboard which is valued at \$10,000. In 2005, Lin donated the softball scoreboard that is currently at the field but no longer functional. Thank you for your prompt attention on this matter.

Sincerely,

Gregg Simon
Newtown High School Athletic Director



NEWTOWN HIGH SCHOOL
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482
(203) 426-7646
FAX (203) 426-6573

NEWTOWN SUCCESS-ORIENTED SCHOOL MODEL

All
Children
Can and
Will
Learn
Well



JAN 22 2014

Dear Dr. Erardi and Newtown Board of Education,

It has been my pleasure to work with many of you for 28 years. My love for my students and staff makes it extremely difficult to retire this June 2015. I want to leave in a time where I can say, "I still enjoy my profession and have my health." Thank-you for the opportunity to be part of this wonderful school system.

Fondly,

Linda C. Sykes
Linda Sykes
Special Education Teacher

February 4, 2015

248 South Main Street
Terryville, CT 06786

Dr. Joseph Erardi and Newtown Board of Education Members
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi and Newtown Board of Education Members,

It is with mixed emotions that my family and I have decided to relocate. I have accepted a position at Ellis Technical High School in Danielson, CT. As they do not have a certified science teacher currently in the position, my new school district would like me to start as soon as possible, on February 20th. My final day of teaching at Newtown Middle School would be Thursday, February 19th.

I have loved my years as a teacher at Newtown Middle school and have grown greatly as a professional over these years. I will miss my Newtown "family". I will work with middle school principal, Tom Einhorn, to help transition the new person if possible. Please accept this as my letter of resignation.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Andracchi".

Beverly Andracchi

BOE Communications Report, 2/3/2015
Kathy Hamilton, Board of Education Secretary

From	Date	Description
Mary Burnham	1/18/2015	Question about CCSS Implementation Advice from SDOE/SBOE
Sunitha Mukka	1/21/2015	Introducing Second Language in Elementary School
Wolfgang Halbig	1/23/2015	FOI Request Concerning Sandy Hook School
Pat Ryan	2/1/2014	School Cancellation List

Administrative Report

February 17, 2015

1. NBOE / CH Booth Library Partnership (Attach #1)
2. Combined PTA Forum: Tuesday, March 10th 7:30 p.m.
3. Department of Education – Federal Visit 2/19-2/20
4. Calendar: 2014-2015 (Attach #2)
5. Calendar: 2015-2016 (Attach #3)
6. School Based Health Center (Attach #4)

 2/17/15

C.H. Booth Library's 1,000 Books Before Kindergarten

The Bremen Public Library in Indiana offered the first 1,000 Books Before Kindergarten program, created from the inspiration found in Mem Fox's book, *Reading Magic*. It has spread from there, with libraries primarily in the Midwest and a few in the Northeast offering the program.

The program is based upon solid evidence from research findings that the more children ages 0-5 hear books read to them, the more prepared they'll be to learn to read upon reaching kindergarten. According to Reading Rockets, a national literacy program, many students enter kindergarten performing below their peers and remain behind as they move through the grades and confront more-challenging reading material.

More than 88 percent of children who have difficulty reading at the end of first grade display difficulties at the end of fourth grade. And three-quarters of students who are poor readers in third grade will remain poor readers in high school.

It's a simple act: an adult reading aloud to a child. But the simplicity underlies great importance. According to reading and learning experts, reading aloud with children is the single most important activity for parents to prepare children to learn to read. It can:

- Stimulate language and cognitive skills
- Build motivation, curiosity and memory
- Build vocabulary
- Encourage positive feelings about books and reading later in life
- Help children cope during stressful times

1,000 Books Before Kindergarten aims to help parents give their children a solid learning foundation. Parents can sign up at the Children's Desk. They will receive a starter kit and instructions on how to participate.

The program is supported by The Friends of the C.H. Booth Library. Original graphics were created by Jane Luongo.

Completion of the program is easy. How do we get through 1,000 books? If you read just three books a night for 1 year that's a total of 1056 books! Our program is based on a simple story. After achieving each 100-book milestone, parents can come to the children's desk to receive the next page of the story. After reading 1,000 books, children they will receive their own "1,000 Books Before Kindergarten" book bag.

2014-2015 School Year

November 26, 2014	Cancellation	Snow
December 9, 2014	Delayed Opening	Ice
December 11, 2014	Delayed Opening	Snow
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
February 5, 2015	Delayed Opening	Snow
February 9, 2015	Cancellation	Snow
February 10, 2015	Delayed Opening	Snow

Cancellations: 5

Delayed Openings: 9

Early Dismissals: 1

NEWTOWN PUBLIC SCHOOLS 2014-2015 SCHOOL CALENDAR

AUGUST 4(7)

M	T	W	TH	F
			21	22
25	26	27	28	29

21-All Teachers Report
 21, 22 & 25 -Staff Development Days
 26-Students Report

SEPTEMBER 20(20)

M	T	W	TH	F
--	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	--	26
29	30			

1-Labor Day, Schools Closed
 25-Rosh Hashanah, Schools Closed

OCTOBER 23(23)

M	T	W	TH	F
		1	2	*3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*-Early Dismissal

NOVEMBER 17(18)

M	T	W	TH	F
3	--	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	*26	--	--

4-Election Day-Schools Closed For Students, Staff Development Day
 26-Early Dismissal
 27-28-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
22	23	--	--	--
--	--	--		

*-Early Dismissal
 24-31-Holiday Recess

JANUARY 19(19)

M	T	W	TH	F
			--	--
5	6	7	8	9
12	13	14	15	*16
--	20	21	22	23
26	27	28	29	30

1-New Year's Day and Jan. 2
 *-Early Dismissal
 19-Martin Luther King Day, Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	*13
--	--	18	19	20
23	24	25	26	27

*-Early Dismissal
 16-17-Schools Closed

MARCH 22(22)

M	T	W	TH	F
2	3	4	5	*6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

*-Early Dismissal

APRIL 16(16)

M	T	W	TH	F
		1	2	--
6	7	8	9	*10
--	--	--	--	--
20	21	22	23	24
27	28	29	30	

*-Early Dismissal
 3 - Good Friday - Schools Closed
 13-17 Schools Closed

MAY 20(20)

M	T	W	TH	F
				*1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
--	26	27	28	29

*-Early Dismissal
 25-Memorial Day, Schools Closed

JUNE 7(7)

M	T	W	TH	F
1	2	3	4	5
8	☀9	10	11	12
15	■16	17	18	19
22	23	24	25	26
29	30			

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

Student Days - 183
 Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 17, 18 and 19 with additional days taken from the April break starting with 4/17, 4/16, etc.

Open House Dates:

Elementary - Sept. 9, 10 & 11
 Reed Intermediate - Sept. 8 - gr. 5, Sept. 15 - gr. 6
 Middle School - Sept. 3 - gr. 7, Sept. 4 - gr. 8
 High School - Sept. 11 & 17

Conferences/Early Dismissals:

Elementary - 11/17, 18 & 19 (night) & 20.....3/24 & 25 (night)
 Reed Intermediate - 11/17, 18 (night), 19 & 20 (night).....3/24 (night) & 25
 Middle School - 11/17 (night), 18, 19 (night) & 20.....3/24 & 25 (no night)
 High School - 11/17, 18, 19 & 20 (night).....3/24 & 25 (no night)

Adopted March 5, 2013

NEWTOWN PUBLIC SCHOOLS 2015-2016 SCHOOL CALENDAR

AUGUST 3(6)

M	T	W	TH	F
24	25	26	27	28
31				

24-All Teachers Report
 24, 25 & 26 -Staff Development Days
 27-Students Report

SEPTEMBER 19(19)

M	T	W	TH	F
	1	2	3	4
--	8	9	10	11
--	15	16	17	18
21	22	--	24	25
28	29	30		

7-Labor Day, Schools Closed
 14-Rosh Hashanah, Schools Closed
 23-Yom Kippur-Schools Closed

OCTOBER 22(22)

M	T	W	TH	F
			1	2
5	6	*7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*7--2-hr.delay - Staff Dev.

NOVEMBER 18(19)

M	T	W	TH	F
2	--	4	*5	*6
*9	*10	11	12	13
16	17	18	19	20
23	24	*25	--	--
30				

3-Election Day-Schools Closed for Students, Staff Development Day
 *5, 6, 9 & 10-Early Dismissal for Parent Conferences
 *25-Early Dismissal - Thanksgiving
 26-27-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
	1	*2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	--	--
--	--	--	--	

*2--Early Dismissal-Staff Dev.
 24-31-Holiday Recess

JANUARY 19(19)

M	T	W	TH	F
				--
4	5	6	7	8
11	12	13	14	*15
--	19	20	21	22
25	26	27	28	29

1-New Year's Day 2
 *15-Early Dismissal-Staff Dev.
 18-Martin Luther King Day, Schools Closed

FEBRUARY 19(19)

M	T	W	TH	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
--	--	24	25	26
29				

*5--Early Dismissal-Staff Dev.
~~22-23~~-Schools Closed
 15-16

MARCH 22(22)

M	T	W	TH	F
	1	2	3	*4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	--
28	29	30	31	

*4--Early Dismissal-Staff Dev.
 25 -Good Friday- Schools Closed

APRIL 16(16)

M	T	W	TH	F
				1
4	5	*6	7	8
--	--	--	--	--
18	19	20	21	22
25	26	27	28	29

*6-- 2-hr. delay - Staff Dev.
 11-15 Schools Closed

MAY 21(21)

M	T	W	TH	F
2	3	*4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
--	31			

*4-- 2-hr.delay - Staff Dev.
 30-Memorial Day, Schools Closed

JUNE 7(7)

M	T	W	TH	F
		1	2	3
6	7	8	☀9	10
13	14	15	■16	17
20	21	22	23	24
27	28	29	30	

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 17, 20, 21 and 22 with additional days taken from the April break starting with 4/15, 4/14, etc.

Open House Dates: To be determined
 Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Conferences/Early Dismissals: Additional conference dates in March 2016 to be determined
 Elementary - 11/5, 6, 9 & 10
 Reed Intermediate - 11/5, 6, 9 & 10
 Middle School -11/5, 6, 9 & 10
 High School - 11/5, 6, 9 & 10

Adopted January 20, 2015



CONNECTICUT INSTITUTE FOR COMMUNITIES, INC.
SCHOOL BASED HEALTH CENTERS
"Healthy Kids Make Better Learners"

Meet your NMS School Based Health Center Staff:



Nurse Practitioner: Nicole A. Woering, MSN NP-C APRN

Nicole graduated from the University of Scranton in 2001 with her Bachelor's Degree in Nursing (BSN), and then worked as a Pediatric Registered Nurse at Yale-New Haven Children's Hospital for 8 1/2 years. She completed her Masters in Nursing (MSN) in the Family Nurse Practitioner program at Quinnipiac University, and became certified through the American Association of Nurse Practitioners in 2009. Nicole joined the Center for Pediatric Medicine in Danbury later that year, and worked there until she joined the Connecticut Institute For Communities in December 2014. She is very excited to become part of the Newtown Middle School, School Based Health Center team.

Clinical Social Worker: Jennifer Sawyer, LCSW

Jennifer has worked as a Clinical Social Worker in elementary, middle and high school, school based clinics in New Haven, Connecticut for the past 12 years. She has lived in Newtown for the past 20 years and her daughter attended Sandy Hook Elementary School and received her elementary, middle and high school education in Newtown. Jennifer is committed to the importance of providing support to educational staff and doing individual, group and family work with students in a school environment. She looks forward to getting to know all staff and students at Newtown Middle School.



Medical Office Assistant: Jacqueline George

Jacqueline is a Newtown resident who is excited to be returning to Newtown Middle School, where she herself attended middle school. Since graduating from Newtown High School, Jacqueline attended Fordham University where she earned a Bachelor's of Science in General Science and Theology. Jacqueline has worked as an EMT and Emergency Care Technician. For the past two school years, Jacqueline has loved working at the Henry Abbott Tech School Based Health Center.



School Based Health Center Manager: Melanie Bonjour

Melanie joined the Connecticut Institute For Communities, Inc. in July 2013 immediately after retiring from 34 years of service as a Public Health Educator and Health Center Coordinator for the City of Danbury. She earned a BS degree in School and Community Health Education and a Master's in Public Administration from Western CT State University. Her most notable achievement has been securing funding to establish Danbury's first School Based Health Center in 1994. A 30 year resident of the Newtown community, Melanie feels honored to have an integral role in bringing the School Based Health Services to the Newtown Middle School.



Services include:

- Treatment of acute and chronic illnesses
- Individual, group, and family counseling
- Health education and health promotion

Contact Information:

Hours: Monday-Friday, 7:30-2:30
Phone Number: (203) 270-6114
Come visit us next to the nurses' office!



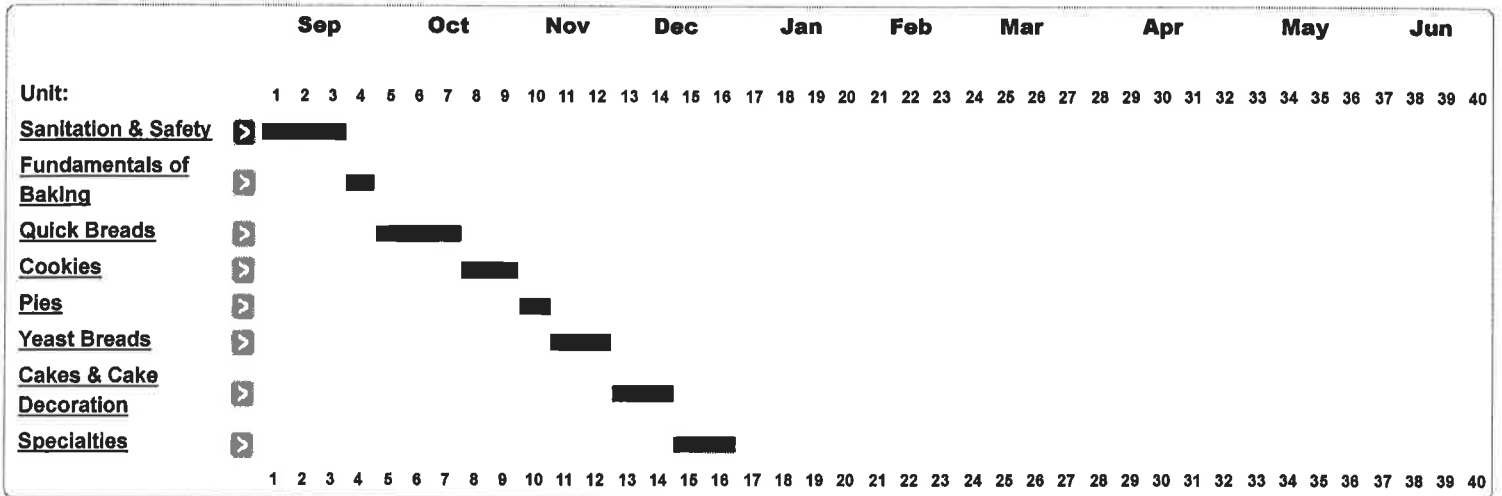
Newtown Public Schools

Course Assignments > Baking & Pastry



Collaboration

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



Last Updated: Friday, June 29, 2012, 12:24PM

Atlas Version 8.0.4

© Rubicon International 2014. All rights reserved



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"> • 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. 	
---	--

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

Core Learning Activities	Resources
<ul style="list-style-type: none"> • Create safety rules for kitchen • Food-borne illness scenarios • Safety and Sanitation College Bowl • 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. • Create HACCP (Hazard Analysis Critical Control Point) for a given set of recipes. 	<p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets</p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • http://www.foodsafetynews.com • http://www.fsis.usda.gov/ </div>

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Sanitation and Safety Exam Summative: Written Test 90 or above to demonstrate level of proficiency required to participate in kitchen labs.</p> <p>HACCP Project 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"> • Conform to professional standards in appearance (footwear, hats/hair nets) • Label and date all products • Store ingredients in accordance with health and safety standards • Practice safe food handling procedures • Dispose of waste and garbage in accordance with health codes • Demonstrate safe and proper usage of equipment • Locate fire exits and extinguishers

<< Previous Year

Last Updated: Friday, June 29, 2012, 1:24PM



Collaboration

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

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

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

[<< Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:02PM

Atlas Version 8.0.4
 © Rubicon International 2014. All rights reserved



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

Content/Topics	Skills
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> • 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 baked goods and pastries • The vocabulary of basic food preparation • The importance of planning, time management and efficiency with regards to food production • Basic conversions for production of baked goods • The principles of science as they relate to baking and pastry preparation • The responsibilities of an individual working as part of a team • Identify the functions of each basic ingredient used in a flour system. • State the principles that apply to the muffin method. • State the principles that apply to the biscuit method. • State the principles that apply to the cream puff and popover method. • Identify characteristics of desirable appearance, mouth feel and flavor. • Identify proper storage techniques. 	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 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 that enable productive problem solving. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities	Resources
<ul style="list-style-type: none"> • Lab: Blended Method <ul style="list-style-type: none"> • Recipe: Crepes • Recipe: Pancakes • Recipe: Waffles • Recipe: Johnnycakes • Recipe: Tortilla • Lab: Creaming Method <ul style="list-style-type: none"> • Recipe: Muffins • Lab: Biscuit Method <ul style="list-style-type: none"> • Recipe: Biscuits • Recipe: Scones • Recipe: Irish Soda Bread 	<p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets Teacher Handouts and Worksheets</p>


Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Recipe Production Formative: Lab Assignment 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>Reflection, Rubric Summative: Self Assessment 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"> • Demonstrate biscuit and muffin methods of mixing. • Demonstrate accurate measuring. • Correctly follow written directions. • Exhibit workplace readiness skills such as cooperation with others and following oral directions.

<< Previous Year

Last Updated: Thursday, June 28, 2012, 12:02PM



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

Unit: Cookies (Week 8, 2 Weeks) 	
<p>Enduring Understanding(s)/ Generalization(s)</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>Essential Question(s)</p> <p>If most baked goods use the same ingredients, what makes a cookie a cookie?</p>	<p>Guiding Questions</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>Standard(s)</p> <p><i>Content and CCSS</i></p> <p>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</p> <p>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</p> <ul style="list-style-type: none"> • 15. Identify safety and sanitation practices throughout the food chain. <p>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</p> <ul style="list-style-type: none"> • 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. <p>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</p> <ul style="list-style-type: none"> • 33. Monitor recipe/formula proportions and modifications for food. <p>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</p> <ul style="list-style-type: none"> • 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. 	<p>Objective(s)</p> <p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> • Maintains a safe and sanitary work environment while preparing cookies • 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 cookie 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 cookies • Applies the principles of science as they relate to cookie production
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> • 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 types of cookies • The vocabulary of basic food preparation • The importance of planning, time management and efficiency with 	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 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.

<p>regards to cookies production</p> <ul style="list-style-type: none"> • Basic conversions for production of cookies • The principles of science as they relate to cookie preparation • The responsibilities of an individual working as part of a team 	<ul style="list-style-type: none"> • 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. • 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
---	---

<p>Core Learning Activities</p> <ul style="list-style-type: none"> • Lab: Drop Cookie <ul style="list-style-type: none"> • Recipe: Group selected • Recipe: Macarons • Recipe: Classic Tollhouse • Recipe: Nearly Sin Free Tollhouse • Lab: Bars <ul style="list-style-type: none"> • Recipe: Dulce de Leche Brownies • Recipe: Group Selected • Lab: Molded/Shaped Cookie <ul style="list-style-type: none"> • Recipe: Biscotti • Recipe: Palmiers • Lab: Rolled Cookie <ul style="list-style-type: none"> • Recipe: Sugar Cookie • Recipe: Gingerbread 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets</p>
---	---

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Recipe Production Formative: Lab Assignment 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>Gingerbread Construction Project Summative: Lab Assignment Group Construction Project: Students will plan, prepare, construct, and decorate a gingerbread type house. Fall semester only</p> <p>Reflection, Rubric Summative: Self Assessment 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"> • Identify proper ingredients to be used in producing various types of cookies. • Identify proper equipment to be used in producing various types of cookies. • Demonstrate various methods used in producing various types of cookies

<< [Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:02PM

Atlas Version 8.0.4
 © Rubicon International 2014. All rights reserved



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"> • The vocabulary of basic food preparation • The importance of planning, time management and efficiency with regards to pie production • Basic conversions for production of pies • The principles of science as they relate to pie preparation • The responsibilities of an individual working as part of a team 	<ul style="list-style-type: none"> • 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 that enable productive problem solving. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
---	--

<p>Core Learning Activities</p> <ul style="list-style-type: none"> • Lab: Flaky Pie Crust <ul style="list-style-type: none"> • Technique: Fluting • Technique: Lattice • Lab: Filling <ul style="list-style-type: none"> • Recipe: Fruit Filling • Recipe: Custard Filling 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets Teacher made handouts and worksheets</p>
---	---

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Recipe Production Formative: Lab Assignment 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>Reflection, Rubric Summative: Self Assessment 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"> • Identify proper ingredients to be used in producing various types of pies. • Identify proper equipment to be used in producing various types of pies. • Demonstrate various methods used in producing various types of pies.

<< [Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:03PM



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)	
Enduring Understanding(s)/ Generalization(s)	
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.	
Essential Question(s)	Guiding Questions
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?
Standard(s)	Objective(s)
<p><i>Content and CCSS</i></p> <p>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</p> <p>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</p> <ul style="list-style-type: none"> 15. Identify safety and sanitation practices throughout the food chain. <p>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</p> <ul style="list-style-type: none"> 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. <p>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</p> <ul style="list-style-type: none"> 33. Monitor recipe/formula proportions and modifications for food. <p>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</p> <ul style="list-style-type: none"> 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. 	<p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> Maintains a safe and sanitary work environment while preparing yeast breads 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 yeast bread 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 yeast breads Applies the principles of science as they relate to yeast bread production
Content/Topics	Skills
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> 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 yeast breads The vocabulary of basic food preparation The importance of planning, time management and efficiency with regards to yeast bread production. 	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • Principles and Preparation <ul style="list-style-type: none"> • Dough making • Fermentation • Punching down • Shaping Baking • Basic conversions for production of yeast breads • The principles of science as they relate to yeast bread preparation • The responsibilities of an individual working as part of a team 	<p>patterns, work habits, and working/learning conditions.</p> <ul style="list-style-type: none"> • 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
---	---

<p>Core Learning Activities</p> <p>Lab: Recipes</p> <ul style="list-style-type: none"> • Sourdough Loaf • Soft Pretzels • Grilled Pizza • Doughnuts • Dinner Rolls • Cinnamon Rolls 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets Teacher handouts and worksheets.</p>
--	---

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Recipe Production Summative: Lab Assignment 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>Reflection, Rubric Formative: Self Assessment 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"> • Identify proper ingredients to be used in producing various types of yeast breads. • Identify proper equipment to be used in producing various types of yeast breads. • Demonstrate various methods used in producing a variety of yeast breads. • Develop proper kneading skills. • Understand the importance of gluten and carbon dioxide to the preparation of yeast breads. • Demonstrate the proper environmental conditions for fermentation to take place.

<< [Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:03PM

Atlas Version 8.0.4
 © Rubicon International 2014. All rights reserved



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

Unit: Cakes & Cake Decoration (Week 13, 2 Weeks)	
Enduring Understanding(s)/ Generalization(s)	
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.	
Essential Question(s)	Guiding Questions
<ul style="list-style-type: none"> How do creamed and sponge cakes differ? Why are cakes and frosting nutrient poor but calorie rich? 	<p><i>Factual, Conceptual, Provocative</i></p> <ul style="list-style-type: none"> How are creamed and sponge cakes prepared? How do you prepare frosting and frost cakes? How are sauces used for garnish and plate decoration prepared?
Standard(s)	Objective(s)
<p><i>Content and CCSS</i></p> <p>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</p> <p>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</p> <ul style="list-style-type: none"> 15. Identify safety and sanitation practices throughout the food chain. <p>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</p> <ul style="list-style-type: none"> 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. <p>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</p> <ul style="list-style-type: none"> 33. Monitor recipe/formula proportions and modifications for food. <p>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</p> <ul style="list-style-type: none"> 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. 	<p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> Maintains a safe and sanitary work environment while preparing cakes, fillings and sauces 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 cake, filling and sauce 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 cakes, fillings and sauces Applies the principles of science as they relate to cake, filling and sauce production
Content/Topics	Skills
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> The importance of food safety, proper sanitation concepts and personal hygiene when working with and around cakes, fillings and sauces The use of various techniques, methods, ingredients and equipment in planning, producing and serving various cakes, fillings and sauces The vocabulary of basic food preparation The importance of planning, time management and efficiency with 	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 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

<p>regards to food production</p> <ul style="list-style-type: none"> • Basic conversions for production of cakes, fillings and sauces • The principles of science as they relate to cakes, fillings and sauces • The responsibilities of an individual working as part of a team 	<p>patterns, work habits, and working/learning conditions.</p> <ul style="list-style-type: none"> • 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
---	---

Core Learning Activities	Resources
<ul style="list-style-type: none"> • Lab: Sponge Method <ul style="list-style-type: none"> • Recipe: Genoise • Lab: Creaming Method <ul style="list-style-type: none"> • Recipe: Pound Cake • Recipe: Cupcakes • Lab: Filling/Icing <ul style="list-style-type: none"> • Recipe: Buttercream • Recipe: Ganache • Lab: Sauces <ul style="list-style-type: none"> • Recipe: Raspberry Puree • Recipe: Mango Puree • Recipe: Caramel Sauce • Recipe: Creme Anglaise • Lab: Decoration <ul style="list-style-type: none"> • Technique: Piping • Technique: Plate Decoration • Technique: Chocolate Filigree 	<p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets Teacher worksheets and handouts</p>

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Recipe Production Formative: Lab Assignment 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>Cupcake Wars Summative: Lab Assignment Group Project. Four unique cupcakes. Spring Only.</p> <p>Reflection, Rubric Summative: Self Assessment 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"> • Identify proper ingredients to be used in producing various types of cakes, fillings and sauces. • Identify proper equipment to be used in producing various types of cakes, fillings and sauces. • Demonstrate various methods used in producing various types of cakes, fillings and sauces.

<< [Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:03PM

Atlas Version 6.0.4
 © Rubicon International 2014. All rights reserved



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)	Guiding Questions
What is a specialty dessert?	<i>Factual, Conceptual, Provocative</i> 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)	Objective(s)
<p><i>Content and CCSS</i></p> <p>CT: CTE: Family and Consumer Sciences (PS 2011), Grades 9-12, PS: Nutrition, Food Production and Services</p> <p>E. Food Safety: Evaluate factors that affect food safety, from production through consumption.</p> <ul style="list-style-type: none"> 15. Identify safety and sanitation practices throughout the food chain. <p>J. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.</p> <ul style="list-style-type: none"> 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. <p>K. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.</p> <ul style="list-style-type: none"> 33. Monitor recipe/formula proportions and modifications for food. <p>L. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.</p> <ul style="list-style-type: none"> 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. 	<p><u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <ul style="list-style-type: none"> 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	Skills
<p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> 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 	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 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"> • The responsibilities of an individual working as part of a team 	<p>that enable productive problem solving.</p> <ul style="list-style-type: none"> • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
--	---

<p>Core Learning Activities</p> <p>Lab: Specialty Desserts</p> <ul style="list-style-type: none"> • Eclairs • Beignets • Sweet Pasta • Cheesecake • Ice Cream 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional Cooking, Gisslen, 3rd Edition, Wiley Culinary Essentials, Johnson & Wales, Glencoe McGraw Hill Internet: www.foodsafetynews.com www.epicurious.com www.foodnetwork.com www.fsis.usda.gov/factsheets Teacher handouts and worksheets.</p>
---	---

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Recipe Production Formative: Lab Assignment 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>Reflection, Rubric Summative: Self Assessment 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"> • Identify proper ingredients to be used in producing various types of specialty desserts. • Identify proper equipment to be used in producing various types of specialty desserts. • Demonstrate various methods used in producing various types of specialty desserts.

[<< Previous Year](#)

Last Updated: Thursday, June 28, 2012, 12:03PM

Atlas Version 8.0.4
 © Rubicon International 2014. All rights reserved

Sending Town Agreement for the Shepaug Regional Agriscience Program

Name of Sending District: Newtown

The Newtown School District hereby agrees to send students who are interested in attending an agriscience program to the proposed Shepaug Agriscience STEM Academy beginning in the fall of 2018. This agreement is made with the expectation and understanding that the new Shepaug program will provide a comprehensive, state-of-the-art agriscience educational experience comparable to Woodbury's agriscience program.

Newtown will continue to send its students to Woodbury's program through the 2017-2018 school year, until the Shepaug Agriscience STEM Academy program is open in the fall of 2018.

Signed,

_____, Superintendent of Schools

_____, School Board Chair

_____, Date

Date: August 18, 2014

To: Dr. Joseph V. Erardi, Jr.

From: Dawn M Ryan

Re: **Proposal for Childcare/Preschool for Newtown Board of Education and Staff**

Recognizing that a child's story begins at home I believe there should be a smooth transition into the childcare/preschool setting. I also support the fact that the parents or guardians are the primary influence in their child's life, so communication and cooperation between parents and their childcare/preschool are an essential part of making early childhood education a success. By offering such a program and benefit to the Newtown Board of Education (NBOE) it will strongly assist the school system in retaining and attracting the best and brightest staff. It will also create a sound and sustained business bringing in revenue for the district. The goal is to implement this program and revenue generator for the NBOE.

Newtown's childcare/preschool center will promote physical, social, emotional, and intellectual growth of children. The center will be productive for both the staff (child care/pre-school) and the NBOE (revenue). It will provide a cost effective service to new and veteran staff in district and will relieve the everyday worries and challenges of childcare/preschool. Parents will know that their children are housed in close proximity to their workplace. It will offer the NBOE a financial benefit that will provide consistent revenue every year. This will be beneficial venture that both staff and the NBOE will agree on.

There are many aspects to consider when starting such a creative and unique business venture.

The center must:

- Have a convenient and safe location (while following Newtown's Rules for safety and be housed in an effectively located space)
- Follow the State of Connecticut Guidelines for Childcare and Preschool (you are able to house both facilities underneath the umbrella of the BOE)
- Embrace each schools schedule (staff meetings, extra help, etc.)
- Place the child in a setting to fit their everyday needs (Classrooms must have sinks and access to a bathroom(s))
- Have a policy that is conducive for all
- Establish a safe and encouraging routine for all
- Employ a part-time staff and myself as the administrator of the program
- Establish a lease/rent agreement for center(s)
- Follow Newtown's School Calendar for Board of Education and Staff
- Have a non-refundable registration fee used to purchase any necessary durable and non-durable supplies to get the facility up and running
- Provide Community Service hours for students and interested in going into Early Education

The Newtown BOE and Staff center will be safe, reliable, located centrally while having a friendly, approachable and distinguished staff. Development of a child moves at a phenomenal rate, so the staff of the center must be able to keep up with this ever-changing growth and provide all the professional help that these families deserve. Since most parents in today's society do not have the option to stay home with their children, the center should offer the next best things; convenience, consistency, and love.

Through a mixture of guided and free creative play, the childcare center (ages 6 weeks to 32/36 months) will provide a secure and comfortable environment. Children's surroundings will be bright and relaxing, not only for the child, but also the parents and families utilizing the center. It will be age appropriate and the staff will be selected based on their experience with this age bracket and the services it will require. Having part time staff will assist in sub coverage as well as allow the children to feel comfortable and secure with the multiple staff members. It will be divided into two groups; infant and toddler. Infants schedule must be the same as what the parents are providing. This allows a routine to be maintained; one that is familiar to everyone that has the opportunity to love and care for this child. It is important to build upon trust, recognition, and most importantly; feeling safe and secure in this environment for both infant and parent. The toddler schedule will be somewhat more flexible and gives each child the ability to grow, make new friends, and will allow us to lay the framework for them to become life long learners. By the time they are ready to branch off to pre-school they are able to decipher their own specific needs and wants and build upon the foundation we have created hand in hand with each family. Each family is unique and we will embrace this while making the facility a whole. Remember, each and every one of our families that utilize the program is part of and familiar with already a much larger one; the NBOE.

The Preschool Center (ages 32 months - 5) will follow the State of Connecticut Frameworks for Preschool. We will provide an effective line of communication to participating families. We will make ourselves available at the parent's request. Monthly newsletters along with a calendar will be provided to keep the families informed. At this stage of a child's life it is paramount to know each and every child's learning ability and be able to be creative, fair and nurturing to make them prepared and most all of secure in their environment.

On a final and more personal note, I have 14 years experience running such a facility. I worked directly under Monroe Board of Education (BOE) for 11 years and for the past 3 years running the same program for the Monroe BOE on my own due to space constraints. I have met all the proper guidelines, stipulations, and requirements set forth by the Monroe BOE and State of Connecticut. It is a program that I take extremely seriously and love. It is a wonderful, creative, and cost effective program that is self-funded. I am confident that we can build the same successful program for the NBOE.

Please feel free to contact me at your convenience so we may begin to build this wonderful program for NBOE and its families.

Thank you in advance.

Dawn M. Ryan

Cell Number: (203) 218-3102

Email: dawnryanelc@gmail.com