

Unit 5 Principles of Baking: Cookies, Cakes, Pies

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Belleville Public Schools

Curriculum Guide

Food & Nutrition GRADE 10th- 12th

Unit 5 Principles of Baking, Cookies, Cakes, Pies

Belleville Board of Education

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Unit Overview

Unit 5 Principles of baking students will learn the function of ingredients used for baking. This is a hands-on section where students will participate in the food labs preparing recipes after being engaged in the lessons about food.

Students will know:

- The basic ingredients for baking.
- The function of ingredients for baking.
- Quick breads vs yeast bread.
- 6 types of cookies
- Healthy baked goods
- Standard ways to measure ingredients
 - The anatomy of an egg
- Identify the different functions of eggs in recipes
- Identify terms and techniques in egg cookery
- Identify nutritional value of an egg
- Identify different egg products
- Purchasing eggs

- Examine quality factors of egg grades
- Identify egg cookery
- Storing eggs properly
- Define egg substitutions.

Proper storage for baked goods.

- Recipe terms and techniques for baking preparation.
- The function and care of kitchen tools, equipment and appliances.
- The proper and safe use of baking tools, equipment and appliances.
- A baked goods recipe is a chemical formula, allowing for little to no modification

Enduring Understanding

Students will understand the following:

- Content Vocabulary terms and baking techniques.
- Skills for successful baking
- Identify the function of different ingredients in baking.
- Identify different measuring methods
- Identify the food science of leavening agents.
- Evaluate & compare different methods for making quick breads and yeast breads
- Develop skills for successful baking.
- Ingredients can be modified for special diets.
- Math skills are needed in reading, modifying and preparing recipes.
- Identify different parts of an egg

- Identify egg cookery
- Demonstrate the different functions of an egg in recipes
- Identify how to purchase and store eggs
- Identify the nutritional value of an egg
- Identify egg substitutions
- Identify the bacteria that comes from eggs
- Identify different egg grades
- Proper ways to store bread and baking ingredients for freshness.
- Recipes require kitchen tools, equipment and appliances to aid in food preparation.

Essential Questions

- Does the student have skills to prepare baked goods?
- Can The student identify the function of ingredients used in baked goods?
- Can the student identify basic ingredients used in baking?
- Can the student read and demonstrate the different methods used for baked goods?
- Can the student list the guidelines that contribute to successful baking?
- Does the student understand how to properly store baked goods?
- Is the student able to read a recipe, follow step-by-step directions, and properly identify culinary terms with different kitchen tools?
- Is the student able to modify a recipe to alternate the yield and/or substitute the ingredients?
- Is the student able to understand and apply basic properties involving the concepts of science& math?
- Is the student able to select and demonstrate proper use of appropriate tools, equipment and appliances based on function needed to perform recipe tasks?
- Does the student select appropriate solutions to decision-making situations?
- What is the structure of an egg?
- What is the anatomy of an egg?
- What do you look for when purchasing eggs?
- How should eggs be stored?
- How can eggs act as leavening agents?
- What is candling?
- What are the functions of eggs?
- What are functions of eggs in different recipes?
- How do you measure eggs?
- What is the nutritional value of an egg?

- Why is an egg considered an nutritional standard?

Exit Skills

- Identify the function of ingredients in baking
- Identify measuring methods and techniques
- Identify baking skill level
- Prepare *mise en place*
- Identify 6 different types of cookies
- Prepare and compare examples of 6 different types of cookies
- Identify different types of quick breads
- Prepare an examples of quick breads using proper and safe baking techniques
- Prepare an example of yeast breads using proper and safe baking techniques
- Content Vocabulary terms and baking techniques.
- Baking is a science.
- Identify the function of ingredients.
- Ingredients can be modified for special diets.
- Math skills are needed in reading, modifying and preparing recipes.
- Methods of quick breads & yeast breads
- Methods of cookies, cake, pie
- Proper storage for baked goods.
- Recipes require kitchen tools, equipment and appliances to aid in food preparation.
- The anatomy of an egg
- Identify the different functions of eggs in recipes
- Identify terms and techniques in egg cookery
- Identify nutritional value of an egg
- Identify different egg products
- Purchasing eggs
- Examine quality factors of egg grades
- Identify egg cookery
- Storing eggs properly
- Define egg substitutions.

New Jersey Student Learning Standards (NJSL-S)

9.3.12.ED	Education & Training
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-ADM.5	Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
12.9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
12.9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
12.9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
12.9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). Innovative ideas or innovation can lead to career opportunities. Different types of jobs require different knowledge and skills. With a growth mindset, failure is an important part of success. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Interdisciplinary Connections

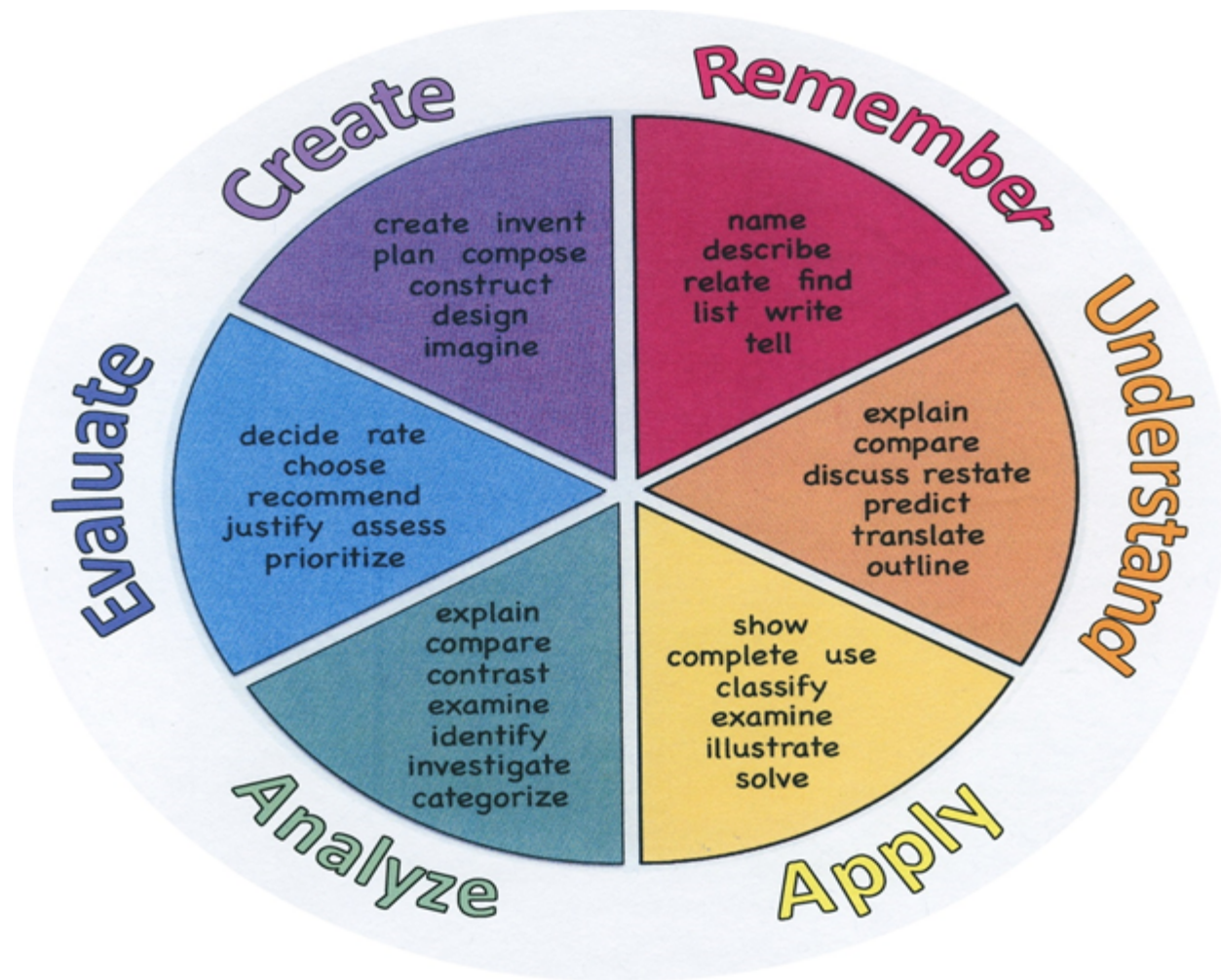
LA.RL.9-10	Reading Literature
LA.RL.11-12	Reading Literature
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Integration of Knowledge and Ideas
LA.W.9-10	Writing Comprehension and Collaboration
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.11-12.2.B	Spell correctly. Knowledge of Language

Learning Objectives

After completing the principles of baking unit, students will be able to Identify:

- The basic ingredients for baking.
- The function of ingredients for baking.
- Standard ways to measure ingredients.
- Proper storage for baked goods.
- Recipe terms and techniques for baking preparation.
- The function and care of kitchen tools, equipment and appliances.
- The proper and safe use of baking tools, equipment and appliances.
- A baked goods recipe is a chemical formula, allowing for little to no modification.
- Correctly read and measure baking ingredients.
- Correctly follow and perform recipe direction steps, culinary terms and techniques.
- Correctly applied proper measuring techniques.
- Correctly applied math skills when utilizing recipes.
- Select the appropriate tool, equipment and/or appliance to perform baking function or task.
- Demonstrate safe and correct use of tools, equipment and/or appliance to perform baking function or task.
- Properly and accurately measure recipe ingredients.
- Correctly applied skills for successful baking.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Describe how to incorporate healthy baked goods into your diet.
- list and identify the function of ingredients used in baked goods and describe their function.
- compare and contrast the gluten in different types of flour and their function in baked goods.
- explain the growth of yeast as a leavening agent.
- explain how to activate yeast.
- explain and demonstrate the kneading mixing method .
- prepare a quality yeast bread product following a multi-step recipe.
- compare and contrast the mixing methods used in quick breads: muffin mixing method and biscuit mixing method.
- identify and demonstrate preparation techniques for quick breads according to their types: batter, pour method , dough, drop method
- identify and explain the leavening agents used in quick breads: chemical types and natural.
- produce various quick breads formulated by following a multi-step recipe.
- read and identify the function of eggs in different recipes
- follow recipes and compare egg reactions in each

- utilize the correct measuring tool and technique to measure recipe ingredients.
- research and select appropriate recipes based on a set of criteria factors.
- read a recipe, follow step-by-step directions, and properly perform recipe culinary terms.
- modify a recipe to alter the yield and/or substitute the ingredients.
- understand, apply and calculate basic properties involving the concepts of math.
- select and demonstrate proper use of appropriate tools, equipment and appliances based on function needed to perform recipe tasks.
- Research African american cookbooks & recipes
- African americans traditional foods
- Research how cooking contribute to climate change.
- Plant based recipes helps with the growing climate change
- VEgan Recipes help with the growing climate change

Assessment Evidence - Checking for Understanding (CFU)

- Chapter 32 Vocabulary Terms-benchmark assessment
- Chapter 32 Review key concepts-benchmark assessment
- Chapter 34 Vocabulary Terms-benchmark assessment
- Chapter 34 Review Key Concepts
- Google classroom
- Unit Review/Test prep
- Study guide
- Unit test-summative assessment
- Kitchen Logs
- Kitchen Labs
- Kitchen Appliances and tools

- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Teacher and student discussions-alternate assessment
- Think, pair, share-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Textbook: Food ,Nutrition & Wellness
- *Workbook: Food Nutrition & Wellness*
- *Group Discussions*
- *Group Projects*
- *Measuring worksheets*
- *Baking Bingo*
- You tube Clips on baking procedures
- Power Point Presentations

Ancillary Resources

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Group Discussions
- Group Projects
- Lab Plans
- Unit Recipes
- Chapter worksheets
- Chapter review
- Chapter test
- Exit Tickets

Technology Infusion

- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	<p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>Different types of jobs require different knowledge and skills.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals

- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom

- Highlighted text visual presentation
 - Modified assignments
 - Shortened assignments
 - Multi-sensor presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
 - Modified test formats (written/verbal vs. Google form)
 - Open book/Study Guides
 - Preferential seating
 - Peer mentoring
-
- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - Center-Based Instruction
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding
 - highlighted text visual presentation
 - modified assignment format
 - modified test content
 - modified test format
 - modified test length
 - multi-sensory presentation
 - multiple test sessions
 - preferential seating
 - preview of content, concepts, and vocabulary
 - Provide modifications as dictated in the student's IEP/504 plan
 - reduced/shortened reading assignments
 - Reduced/shortened written assignments
 - secure attention before giving instruction/directions
 - shortened assignments
 - student working with an assigned partner
 - teacher initiated weekly assignment sheet
 - Use open book, study guides, test prototypes

- Translation of content/activities (Port of Entry) supporting terms and definitions related to unit 4 principles of baking
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on Unit 4 Principles of Baking
 - Correction and resubmission of work related to Unit 4 Principles of Baking
 - Model concepts of Careers in hospitality industry
 - Model concepts of principles of baking
 - Evaluating correct work; collaborating with student on incorrect work
 - Additional time to complete assignments
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Complete activities above grade level
 - Advanced problem-solving related to Unit 4 Principles of baking
 - Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
 - Simulated project modules utilizing technology at higher level to create different baked goods
 - Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 4 principles of baking
-
- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Principles of baking/6 Types of cookies

NJSLS:

Interdisciplinary Connection: Writing, Analysis, critical thinking, Reading-inform, vocabulary/text science math, communication , group work

Statement of Objective: SWDAT to identify different types of Molded Cookies. SWDAT create a list of 3 types of Molded cookie analyze and compare different ingredients used in the cookies. SWDAT interpret recipe and complete recipe plan with 100% participation.

Anticipatory Set/Do Now: Name 2 types of Molded cookies

Learning Activity: Q&A, Review, Graphic organizer , Group Discussion, Q& A , Teacher will demo, Guided practice

Student Assessment/CFU's: Teacher Observation Checklist

Materials: Textbooks, Power Point, Study Guide, Technology, Class Logs, Lab Plan, Recipes, Culinary terms

21st Century Themes and Skills:

Differentiation: Visual learners, hands on activities, group peer instruction, Audio Learners, Tactile Learners, Guided Practice

Integration of Technology: Smartboard , youtube, Webquest

9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
12.9.3.HT	Hospitality & Tourism
12.9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
TECH.9.4.12.CI	Creativity and Innovation

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).
	Innovative ideas or innovation can lead to career opportunities.
	With a growth mindset, failure is an important part of success.