

Board of Education Curriculum, Assessment & Professional Practice Committee Meeting

Thursday, May 2, 2024 6:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. Food Safety Course & Curriculum

2. Personal Finance Curriculum

3. Childhood Development II Curriculum

4. Fashion I Course & Curriculum

5. New Business

6. Public Comment

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

7. Adjourn

Career Technical Education

Career Technical Education - Culinary

Culinary 1

Baking

Food Safety ←

Culinary 2

Food Safety

The Food Safety class will examine the prevention of foodborne illness, and sanitary procedures for the preparation and service of food to the public. The class will also cover proper food handling procedures in receiving, storage, and preparation.

Curriculum

NVCC dual enrollment

ServeSafe preparation

11 and 12 grade students who have taken Culinary 1 class

Upgrades to culinary area to simulate an industrial kitchen

Food Safety Units of Study

Unit 1 Providing Safe Food

Unit 2 Pathogens and Contaminants

Unit 3 Safe Food Handling

Unit 4 Cleaning and Sanitizing Work Area

Unit 5 Time and Temperature

Unit 6 Food Flow 

Food Safety Performance Tasks

Unit 6 Food Flow

Food lab - Preparation of tacos for service.

1. Review the recipe for tacos that will be prepared in a restaurant/lab
2. Students will produce a flow of food diagram from initiation, preparation, cooking, service and cleaning/ shutdown of the product.

Flow of food

3. Prepare ingredients and equipment for mise en place (storage, time and temperature)
4. Cook ingredients and assemble for service (time and temperature)
5. Clean and sanitize the kitchen.

Personal Finance

Students will study important aspects of managing their personal finances. Students will learn how to draft financial smart goals, create a budget, manage credit responsibly, and save for the future.

Curriculum

Alignment to State Financial Literacy ([Personal Finance](#) and [Standards](#))

Student grades 10-12

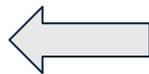
Personal Finance Units of Study

Unit 1 Setting Financial Goal

Unit 2 Investing Paychecks and Taxes

Unit 3 Banking Basics

Unit 4 **Spending Plans**



Unit 5 Time Value of Money

Unit 6 Credit

Unit 7 Automobile Ownership

Unit 8 Insurance

Unit 9 Investing

Unit 11 Housing

Unit 12 Paying for College

Personal Finance Performance Tasks

Unit 4 Spending Plans

Wilkins family budget

Students will consider the Wilkins' family situation and suggest changes to their Income & Expense statements to align with their goals.

[Wilkins Family Budget Assignment](#)

[Wilkins Family Budget Spreadsheet](#)

Child Development 2



Miss Pierpaoli
Bethel High School



Education Pathway

- Child Development 1
- **Child Development 2** ←
- Cadet Teaching
- 30 hours of Community Service in an education setting
- Course work in conjunction with Western Connecticut State University

Child Development 2 Course Information

The content includes family planning, prenatal health, infant care, parenting styles, and the family life cycle. Recommended for students on an education pathway or students interested in a career based in psychology, counseling or the health field.

Curriculum

Students grades 10-12 need to have completed Child Development 1

Child Development 2 Units of Study

Unit 1 Planning a Family

Unit 2 Birth Process

Unit 3 Newborns

Unit 4 Infants 

Child Development 2 Performance Task

Unit 4 Infants

Realcare Baby

Students will take home a Realcare baby and document their experiences.

[Sample Report](#)

[Real Care Baby Assignment](#)



Fashion 1

Students learn basic machine and hand sewing skills, construction techniques, fashion theory, elements and principles of design, merchandising, and pattern design

Curriculum

Grades 9-12

Resources

Fashion 1 Units of Study

Unit 1: Careers in Fashion

Unit 2: Elements of Fashion

Unit 3: The Fashion Process

Unit 4: Clothing Construction 

Fashion 1 Performance Tasks

Unit 4- Clothing Construction

Lesson 1:

- Sewing tools & terminology
- How to read a pattern
- Deconstruct a garment

Lesson 2:

- Sewing machine and parts
- How to thread a machine

Lesson 3:

- Culminating sewing project

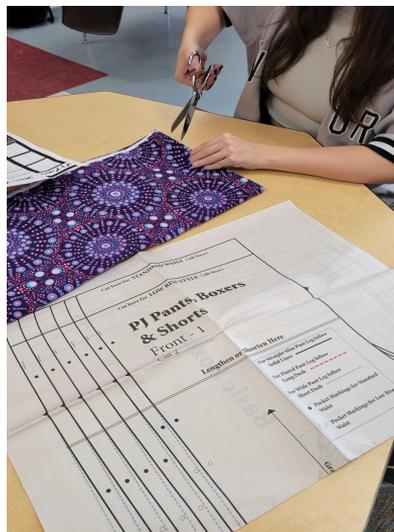
Projects

Pillow - sewing machine

Pajama Pants- sewing machine

Octopus - hand sewn





Bethel Public Schools
Course Proposal



1. Title of Course:

Food Safety

2. Department(s):

CTE

3. Submitted by:

M.Doolan

4. Length of Course (full year, semester):

Semester

5. Grade Level(s), if applicable:

11-12

6. Prerequisites, if any:

Culinary 1

7. Short Course Description, suitable for Program of Studies:

The Food Safety Class will examine the prevention of food-borne illness, sanitary procedures in the protection and service of food to the public. The class will also cover sanitary design and proper food handling procedures in receiving, storage, preparation.

Statement of Need for this Course: *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

The course will add a second level class to the Culinary career pathway.

8. Course Objectives: *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and*

evaluation criteria?

Students will learn the proper food safety techniques to work in the culinary industry.

9. Scope and Substance of the Course:

- Unit 1 Providing Safe Food
- Unit 2 Pathogens and Contaminants
- Unit 3 Safe Food Handling
- Unit 4 Cleaning and Sanitizing Work Area
- Unit 5 Time and Temperature
- Unit 6 Food Flow

10. Class Size: State minimum and maximum class size and pupil/teacher ratio.

18 Students

11. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?

Students will be able to apply their numeracy and literacy skills in a real world application.

12. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?

The Food Safety class will add a second level culinary course to the culinary career pathway.

13. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?

The positive impact of the Food Safety course will be career skills and knowledge that will allow students to have success in the culinary industry.

14. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?

No adjustments needed

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? *If so,*

submit a proposal for curriculum work along with this course proposal.

No

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

Researched the ServSafe certification and evaluation requirements.

3. Textbook (if applicable):

No

4. Other Resources Recommended:

Food and safety equipment

5. Names of Staff Who May Teach the Course:

M. Turek

6. Training of Staff Required:

No

7. Department Approval: Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.

Brend Ritchie

Date 4/22/24

Daniel Ford

Date 4/22/24

Kathryn Pusitzer

Date 4/22/24

Signature of School Administration:

Mary [Signature]

Date 4/22/24

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!

Bethel Public Schools
Course Proposal



1. **Title of Course:** Fashion 1

2. **Department(s):** CTE

3. **Submitted by:** Doolan

4. **Length of Course (full year, semester):** Semester

5. **Grade Level(s), if applicable:** 9-12

6. **Prerequisites, if any:** None

7. **Short Course Description, suitable for Program of Studies:**

Students learn basic machine and hand sewing skills, construction techniques, fashion theory, elements and principles of design, merchandising, and pattern design

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*
Career exploration of the fashion industry

9. **Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

The course is designed to expose students to the use of sewing equipment, fabrics and patterns, and sewing techniques. Students will also be taught clothing merchandising and design

10. Scope and Substance of the Course:

Unit 1: Careers in Fashion

Unit 2: Elements of Fashion

Unit 3: The Fashion Process

Unit 4: Clothing Construction

11. Class Size: State minimum and maximum class size and pupil/teacher ratio.

25 Students

12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?

Increase the number of courses that explore career fields

13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?

None

14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?

None

15. Would adoption of this proposal require staff adjustments, e.g.,

employing new staff, retraining veteran staff? *If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?*

No

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? *If so, submit a proposal for curriculum work along with this course proposal.*

No

2. What research has been conducted in the area addressed by this course? *Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.*

We researched high school fashion programs

3. Textbook (if applicable):

None

4. Other Resources Recommended:

5. Names of Staff Who May Teach the Course:

Pierpaoli

6. Training of Staff Required:

None

7. Department Approval: *Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.*

Brod Ritchie

Date 4/24

David Paul

Date 4/24

Alison Boman

Date 4/24

Signature of School Administration:

Harry M

Date 4/23/24

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Brooks and also submit a hard