



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 11-12

Subject: Advanced Nutrition and Culinary Arts

Unit Name: Advanced Nutrition and Culinary Arts

Duration: Unit 4--{8 weeks}

Essential Questions

What are the "Mother Sauces"?

What sauces are made from the "Mother Sauces"?

What are Souffles?

What are Cream Puffs?

How does egg white act as a leavening agent?

What is are Falafels, and what are the Middle Eastern ingredients used in them?

What Sauce is made to serve with Falafels?



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What are the categories of cakes and their frostings?

What is a fondant, what ingredients are used, and how is it applied to the cake?

What is the history of the Belgium Waffle in Europe and the United States?

How is a Belgium Waffle different from other waffles?

How does one country from a given continent vary in its cuisine from other countries within the same continent?



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<p>Enduring Understandings</p>	<p>Identify the “Mother Sauces”</p> <p>Hands-on Lab making Hollandaise Sauce; Bechamel Sauce; Aurora Sauce; Veloute sauce</p> <p>Identify how egg white is used as a leavening agent</p> <p>Hands-on kitchen lab preparing Soufflés and Cream Puffs</p>		
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Hands-on kitchen lab
preparing Falafels and Sauce

The categories of cakes and
their frostings Fondant, what
ingredients are used, and
how is it applied to the cake.

The history of the Belgium
Waffle in Europe and the
United States

How a Belgium Waffle
different from other waffles



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How one country from a given continent vary in its cuisine from other countries within the same continent

How is a Sautéed Steak, Spinach, and Chocolate Banana dinner made?

Identify the categories of cakes and their frostings

Identify a Fondant, what ingredients are used, and how is it applied to the cake

Discuss the history of the Belgium Waffle in Europe and the United States



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Discuss how a Belgium Waffle is different from other waffles

Research how one country from a given continent vary in its cuisine from other countries within the same continent; report to the class

Hands-on lab preparing a foreign dish from the country chosen



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	<p>Hands-on experience preparing a Sautéed Steak, Spinach, and Chocolate Banana dinner.</p>		
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Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation

NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:

21st Century Life and Careers (2014) 9.3.12.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

21st Century Life and Careers (2014) 9.3.12.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.



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English Language Arts (2016) RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

English Language Arts (2016) RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

(i.e; NJSLS; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Tier 2 Vocabulary: Analyze. Measure

Tier 3 Vocabulary: Calories, Digestion, Nutrition, Absorption, Cultural, Dough, Chocolate, Lasagne, Cacao Bean, Belgium Waffle, Beverage, Sauce

Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Kitchen Appliances, Appropriate instructional videos, Textbooks, Hands-on kitchen lab performance

Sources

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/math/standards.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.p>



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<p>Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com</p>		
<p>21st Century Themes and Skills: (CRP /NJSLS Standards)</p>	<p><u>To apply the standards that apply copy and paste from the link.</u></p> <p>12 Career Ready Practices follow the link below. NJSLS</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS Technology Literacy 8.1A, 8.1B</p>	



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Assessments and Performance Tasks:	Formative: Teacher created individual and group projects Summative: Quarterly assessments, project based, with standards embedded within Alternative: Individually assigned projects based on student's ability and level	

Differentiation/Accommodations/Modifications	
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Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p>		<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p>	



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and student expectations Small group work Students present on topic of interest and curriculum related	Alternative assignments Culturally related project based assignments	Small group work	
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