



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-10-11-12

Subject: Nutrition and Culinary Arts

Unit Name: Nutrition and Culinary Arts

Duration: Unit 1--{8 weeks}

Essential Questions

Introduction to Nutrition and Culinary Arts:

What materials will each student need to have for class each day?

What topics will be covered in our curriculum of our Nutrition and Culinary Arts course this year?

What activities will we have, both curricular and Extra-curricular?

What are the factors which influence our food preferences?

Introduction to the science of Nutrition: What are the major six nutrient groups from which all nutrients fall within

Nutrition: The Six Nutrient Groups:

What are the Six Nutrient Groups



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	<p>What are the subcategories of each nutrient group?</p> <p>What are the food sources which provide each nutrient?</p> <p>Which nutrients supply calories (energy) and which do not provide calories?</p> <p>How does the Food Pyramid Guide help in balancing the diet and obtaining all daily nutrients for an individual?</p> <p>What internet site provides the information on the Food Guide Pyramid, and how is it used?</p> <p>What are digestion and absorption?</p>		
Enduring Understandings	Identify the factors that influence food preferences		



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	<p>Discuss the benefits of proper nutrition</p> <p>Discuss the value of a balanced diet with the added benefits of exercise and a healthy lifestyle</p> <p>List the six major nutrient groups</p> <p>Identify the six nutrient groups and the subcategories of each</p> <p>Know the general food sources of each</p> <p>Discuss the caloric and non-caloric nutrients</p> <p>Understanding the value of using the Food Guide Pyramid and the website in determining an customized, balanced diet</p> <p>Define digestion and absorption</p> <p>Discuss the parts of the digestive tract and their roles</p>		
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The Food Pyramid guide, and how it helps you balance your diet and obtain the nutrients you need daily

The Food Guide Pyramid site on the internet: utilizing the site: as an individual's way to balance by entering in their age, sex, body type, and activity level. Digestion and absorption; the parts of the digestive tract, and their role

Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation

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



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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.

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

Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Kitchen Appliances, Appropriate instructional videos, Textbooks

Sources

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



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

21st Century Themes and Skills:

(CRP /NJSL Standards)

To apply the standards that apply copy and paste from the link.

12 Career Ready Practices follow the link below. NJSL

<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.

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.

CRP11. Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence.

8.1 Educational Technology

<http://www.stste.nj.us/education/ccss/2014/tech/8.pdf>



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8.2 Technology Education, Engineering, Design, and Computation	NJSL Technology Literacy 8.1A, 8.1B	
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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<p>and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p>Small group work</p>	
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