



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 2-- {8 weeks}

Essential Questions

What equipment , tools and appliances are used in the kitchen lab at CPHS?

What is their function, and how do we use them?

How are the kitchens organized for optimal productivity?

What are the basic measures of weight and volume? How do we follow a recipe?

What vocabulary terms will we learn to follow recipes?

What lab procedures do we follow when we have team cooking?

What important safety rules are there to follow in the kitchen?

What is pastry, and what are the functions of ingredients used in making pies?



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	<p>What are the basic categories of vegetables and the nutrients vegetables provide?</p> <p>What are phytochemicals and phytosterols, and what role do they play in human health?</p> <p>What is stir-frying, and what are its categories of cookies?</p> <p>What are the common ingredients in cookies, and what are their functions?</p> <p>What are the principles in mixing and baking cookies?</p>		
Enduring Understandings	Identify names, functions and care of equipment, tools and appliances in the CPHS kitchen lab.		



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Identify the placement and organization of the equipment and tools in the kitchen

lab Calculation of basic measurements

Hands-on measurement
Identify basic recipe vocabulary

Follow team strategy and procedures Identify safety rules
Identify basic pie (pastry) ingredients and their function

Hands-on experience making an apple crumb pie, taste test, and evaluate.

Identify the categories of vegetables and become familiarized to the nutrients vegetables provide.

Become familiar with the role of phytochemicals and phytosterols in the diet for human health.

Become familiar with the wok, and its cultural origin.

Hands-on cooking with a wok, making a stir-fry.



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Identify the six categories of cookies.

Identify common ingredients in cookies; their functions

Hands-on kitchen lab preparing cookies



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<p>Relevant Standards:</p> <p>NJSLS: 9.3.12 Career Awareness, Exploration & Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:</p> <p>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.</p> <p>(i.e; NJSLS; NGSS)</p>			
<p>Interdisciplinary Connections: ELA, Math, Social Studies, Science</p>			
<p>Tier 2 Vocabulary: Analyze. Measure , Evaluate</p>			
<p>Tier 3 Vocabulary: Calories, Digestion, Nutrition, Absorption, Wok, Stir Fry</p>			



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Core Instructional Materials/Resources/Digital Tools
Textbooks

Websites- NJCAN, Kitchen Appliances, Appropriate instructional videos,

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>

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 /NJSLS Standards)

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

12 Career Ready Practices follow the link below. NJSLS

<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.



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	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computation	http://www.stste.nj.us/education/ccss/2014/tech/8.pdf 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	



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Differentiation/Accommodations/Modifications			
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>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><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>	



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Use of Higher Level Questioning Techniques	Differentiation of the presentation strategies and student expectations	Model skills / techniques to be mastered.	
Differentiation of the presentation strategies and student expectations	Small group work	Extended time to complete class work	
Small group work	Paired Learning	Differentiation of the presentation strategies and student expectations	
Students present on topic of interest and curriculum related	Alternative assignments	Small group work	
	Culturally related project based assignments		