



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 3--- {8 weeks}

Essential Questions

What are the two main categories of soups?

What are the principles in making stock based and milk based soups?

What is yeast?

How is yeast used as a leavening agent?

What are the principles in using yeast, and how does it leaven scientifically?

What recipes use yeast?

What is fermentation, and why is fermentation used intentionally making a yeast dough?

What are the various grains used in cookery?

What are the parts of a grain, and their nutritional content?



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	<p>What are the baking principles of frostings, and what are their Functions?</p> <p>What are the functions of eggs in cookery, their nutritional value, and parts of the egg?</p> <p>What are the principles of cooking foods that contain complete protein, and why?</p> <p>What are crepes, and what is their cultural origin?</p> <p>What is a Quiche Lorraine, and what is its cultural origin?</p>		
<p>Enduring Understandings</p>	<p>Identify the two categories of soups Identify the principles of making stock based and milk based soups</p> <p>Hands-on Participation in making two soups of each category (Caribbean Black Bean; Chicken Noodle; Turkey Corn Chowder; Cream of Broccoli)</p> <p>Be aware that yeast is a fungus, and its many roles in the production of foods and</p>		



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beverages in addition to yeast dough products

Making yeast doughs for pizza and cinnamon buns, and following the principles while understanding the science behind its leavening function



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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, Yeast, Soup, Quiche Lorraine</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			
<p>Gifted and Talented</p>	<p>English Language Learners</p>		<p>Students with Disabilities</p> <p>504 Plans</p> <p>Students at risk of academic failures</p>
<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		