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# Cliffside Park Public Schools

**GRADE: 9-10-11-12**

**Subject: Nutrition and Culinary Arts**

**Unit Name: Nutrition and Culinary Arts**

**Duration: Unit 4--{8 weeks}**

## Essential Questions

What is the history of milk usage in the world?

What are the various animals used for milk?

What are the various products made from milk and the nutritional value of each?

In what ways are the different milk products uses?

What do different milk products taste like?

What are the principles of using milk in recipes, and the principles of applying heat?

How do you make a Rice Pudding, Creme Brulee, and Flan?

What does "The Arts Institutes" offer in culinary occupation Education?



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	<p>How do you make a Pasta Primavera?</p> <p>What are the many different countries from which our Nutrition and Culinary Arts students have in their heritage?</p> <p>What are the ingredients, cooking history, geography, government, food trade of the country from which our students have in their heritage ( today)?</p> <p>What is an example of a traditional I and popular dish of each student's cultural heritage?</p> <p>What does the Culinary Institute of America offer in Culinary Arts and Baking Career Education?</p>		
<p><b>Enduring Understandings</b></p>	<p>Identify a general history of human usage of milk from animals Identify various forms of milk, their general nutritional content, and how they are used in recipes and the principles of cookery</p>		



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How various milk products taste

Hands-on participation in making a Rice Pudding, Crème Brulee, and Flan Become familiar with the “Art Institutes” culinary education program

Hand-on participation in preparing a Pasta Primavera Identify the steps in making cheese from milk

Students will identify their cultural heritage.

Students will use the internet i to research.

Students will research also as homework to prepare a written report on the ingredients, cooking styles and principles, traditions, customs, general history, geography, government, and food trade on their country of cultural heritage



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Students will present to the class an oral report on the contents of their written report

Students will prepare, bring in, and serve a traditional and popular dish of their cultural background

Students will be an audience to the other students reporting and learn about other cultures and heritage from their fellow classmates



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The many different counties from which our Nutrition and culinary Arts students have as their heritage

The ingredients, cooking styles, traditions, customs, general history, geography, government, food trade of the country from which our students have in their heritage (today)

Present an example of a traditional and popular dish of each student's cultural heritage

Field trip to the Culinary Institute of America in Hyde Park, NY



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<p><b>Relevant Standards:</b></p> <p>NJSLS: 9.3.12 Career Awareness, Exploration &amp; Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:</p> <p><b>21st Century Life and Careers (2014)</b> 9.3.12.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. <b>21st Century Life and Careers (2014)</b> 9.3.12.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. <b>English Language Arts (2016)</b> 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. <b>English Language Arts (2016)</b> 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><b>Interdisciplinary Connections: ELA, Math, Social Studies, Science</b></p>			
<p><b>Tier 2 Vocabulary: Analyze. Measure , Evaluate</b></p>			
<p><b>Tier 3 Vocabulary: Calories, Digestion, Nutrition, Absorption, Wok, Stir Fry, Yeast, Soup, Quiche Lorraine</b></p>			



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**Core Instructional Materials/Resources/Digital Tools**  
Textbooks, Field Trip to Culinary Institute in Hyde Park

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>

### 21<sup>st</sup> 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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	<b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.	
<b>8.1 Educational Technology</b> <b>8.2 Technology Education, Engineering, Design, and Computation</b>	<a href="http://www.stste.nj.us/education/ccss/2014/tech/8.pdf">http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</a> NJSL Technology Literacy 8.1A, 8.1B	
<b>Assessments and Performance Tasks:</b>	<b>Formative:</b> Teacher created individual and group projects <b>Summative:</b> Quarterly assessments, project based, with standards embedded within <b>Alternative:</b> Individually assigned projects based on student's ability and level	





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<b>Differentiation/Accommodations/Modifications</b>			
Gifted and Talented	English Language Learners		Students with Disabilities  504 Plans  Students at risk of academic failures
<p><b><i>(content, process, product and learning environment)</i></b></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><b><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></b></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		