



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 5--{8 weeks}

Essential Questions

- What is poultry?
- What are the different poultry sold on the market?
- What is the nutritional value of Poultry?
- What are the principles of poultry cookery?
- How is Chicken Piccata made?
- What are the leafy greens, and what is their nutritional value?
- What various ingredients can be used also in a green salad to add to its nutritional value?
- What are the principles of making a salad?
- How are salad dressings made?
- What are the categories of fruits?
- What is the nutritional value of various fruits?



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	<p>How can fruits be used to make a nutritious, fresh shake?</p>		
<p>Enduring Understandings</p>	<p>Identify poultry, different types, and the nutritional value</p> <p>Identify the principles of poultry cookery principles</p> <p>Hands-on lab preparing Chicken Piccata Identify salad green varieties</p> <p>Identify additional nutritious ingredients use in salads</p> <p>Hands-on participation making salad dressings</p>		



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Identify the categories of fruits
Identify the general nutrients
that fruits provide

Hands-on lab preparing shakes
with fresh fruit

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



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

An example of a traditional and popular dish of each students cultural heritage



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The categories of fruits.
The nutritional value of various fruits?

How fruits can be used to make a nutritious, fresh shake

Students will demonstrate their understanding of Nutrition through presenting Project Based Assessments

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.



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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; NJSL; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Tier 2 Vocabulary: Analyze, Measure, Evaluate

Tier 3 Vocabulary: Calories, Digestion, Nutrition, Absorption, Wok, Stir Fry, Yeast, Soup, Quiche Lorraine

Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Kitchen Appliances, Appropriate instructional videos, Textbooks, Field Trip to Culinary Institute in Hyde Park

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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