Unit 2: Breakfast

Content Area: **Art**
Course(s):
Time Period: **MP1**
Length: **15 days**
Status: **Published**

Targeted Standards

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

Breakfast preparation introduces students to the foundational cooking techniques used throughout the culinary industry. Students will learn the functions, structure, and cooking methods of eggs while preparing a variety of breakfast foods using proper sanitation, knife skills, measuring techniques, and cooking methods. Students will develop confidence using commercial kitchen equipment while practicing teamwork, time management, and food safety in a laboratory setting

Essential Questions

Content Specific	Skills Specific
• Why are eggs considered one of the most versatile foods? • How do different cooking methods affect eggs? • Why is breakfast preparation an important culinary skill? • Why are standardized recipes important in food production?	• How do I prepare eggs safely? • How do I determine doneness and quality? • How do I organize my workstation before cooking? • How do I work efficiently with my team?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Reading standardized recipes • Measuring ingredients • Cooking eggs using multiple methods • Breakfast food production • Knife skills • Teamwork • Time management • Product evaluation	• Kitchen safety • Personal hygiene • Cleaning and sanitizing • Cross-contamination prevention • Proper equipment use • Professionalism • Organization • Communication

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

Science

- Protein coagulation
- Heat transfer
- Physical and chemical changes during cooking

Mathematics

- Measuring ingredients
- Scaling recipes
- Portion sizes
- Time management

English Language Arts

- Reading informational and procedural texts
- Following multi-step recipes
- Culinary vocabulary development

Health & Physical Education

- Nutrition
- MyPlate breakfast components
- Healthy breakfast choices

Technology

- Google Classroom
- Digital recipe resources
- Culinary demonstrations

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
N.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
1-LS1	From Molecules to Organisms: Structure and Processes
S.MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.