Unit 3: Quickbreads

Content Area: **Art**
Course(s):
Time Period: **MP2**
Length: **6 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.
9.4.12.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).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

This unit introduces students to the fundamentals of baking through the preparation of quick breads. Students will explore the science of baking by examining the functions of ingredients, chemical leavening agents, mixing methods, and proper measuring techniques. Through hands-on laboratory experiences, students will prepare a variety of quick breads while applying food safety, teamwork, organization, and standardized recipe skills learned in previous units.

Essential Questions

Content Specific	Skills Specific
• Why is baking considered a science? • How do ingredients work together to produce a quality quick bread? • What is the difference between quick breads and yeast breads? • Why are accurate measurements important in baking?	• How do I properly measure baking ingredients? • How do I mix batters without overmixing? • How do I recognize a properly baked product? • How can I identify and correct common baking mistakes?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Accurate measuring techniques • Baking fundamentals • Ingredient functions • Mixing methods • Product evaluation • Time management • Quality control	• Food safety and sanitation • Personal hygiene • Recipe reading • Mise en place • Teamwork • Communication • Equipment identification • Kitchen organization

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

- Chemical reactions in baking
- Gluten development
- Functions of proteins and starches
- Physical and chemical changes during baking

Mathematics

- Measuring by volume and weight
- Scaling recipes
- Fractions and conversions

- Portioning baked goods

English Language Arts

- Reading and interpreting standardized recipes
- Using culinary vocabulary
- Writing product evaluations

Health Education

- Nutrition of baked products
- Ingredient substitutions
- Portion awareness

Technology

- Google Classroom
- Digital recipe resources
- Instructional baking videos
- Digital lab reflections

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.
PS1.A	Structure and Properties of Matter
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.
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).
	Systems of specialized cells within organisms help them perform the essential functions of life.
	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
LS1.A	Structure and Function
ETS1.B	Developing Possible Solutions