Unit 5: Stocks and Soups

Content Area: **Art**
Course(s):
Time Period: **MP2**
Length: **6 days**
Status: **Published**

Targeted Standards

9.1.2.CAP	Career Awareness and Planning
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.

Rationale

This unit introduces students to the foundational role of stocks and soups in professional food preparation. Students will learn the principles of stock production, including ingredient selection, flavor extraction, simmering techniques, skimming, straining, cooling, and storage. Students will prepare a variety of soups while applying knife skills, standardized recipes, food safety, and teamwork. Through laboratory experiences, students will develop an understanding of the relationship between quality ingredients, cooking techniques, and finished products while reinforcing professional kitchen standards.

Essential Questions

Content Specific	Skills Specific
• Why are stocks considered the foundation of professional cooking? • How do ingredients contribute to the flavor and quality of stocks and soups? • What distinguishes the different classifications of soups? • Why is proper simmering more appropriate than boiling when preparing stocks?	• How do I safely prepare and store stocks? • How do I produce a clear, flavorful stock? • How do knife skills affect the quality of soups? • How do I evaluate the quality of finished soups?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Stock production • Soup preparation • Knife skills • Simmering techniques • Flavor development • Product evaluation • Cooling and storage procedures	• Food safety and sanitation • Personal hygiene • Recipe reading • Accurate measuring • Mise en place • Teamwork • Communication • Kitchen organization • Time management • Equipment identification

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

- Heat transfer
- Flavor extraction
- Protein coagulation
- Starch gelatinization
- Emulsification in cream soups

Mathematics

- Measuring ingredients
- Recipe scaling
- Yield calculations

- Portioning soups

English Language Arts

- Reading and interpreting standardized recipes
- Technical culinary vocabulary
- Writing sensory evaluations

Health Education

- Nutrition
- Sodium awareness
- Vegetable consumption
- Healthy meal planning

Technology

- Google Classroom
- Digital recipe resources
- Culinary demonstration videos
- Digital lab reflections

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).
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.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.