Unit 7: Sandwiches

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 principles of sandwich production in the foodservice industry. Students will explore the history and classification of sandwiches while developing skills in ingredient selection, knife skills, portion control, food safety, and presentation. Through hands-on laboratory experiences, students will prepare a variety of hot and cold sandwiches using standardized recipes and professional techniques. Students will reinforce teamwork, communication, organization, and customer service skills while evaluating products using industry quality standards.

Essential Questions

Content Specific	Skills Specific
• What makes a high-quality sandwich? • Why are sandwiches an important part of the foodservice industry? • How do ingredients work together to create balance in a sandwich? • Why is food safety especially important when	• How do I properly assemble a sandwich? • How do I prepare ingredients safely and efficiently? • How do I maintain consistency using standardized recipes? • How do I evaluate a finished sandwich for

preparing sandwiches?	quality and presentation?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Sandwich production • Ingredient preparation • Knife skills • Portion control • Presentation • Teamwork • Product evaluation	• Food safety and sanitation • Personal hygiene • Recipe reading • Accurate measuring • Knife skills • Mise en place • Cooking methods • Teamwork • Communication • Organization • Time management

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 during grilling and toasting
  - Physical changes during cooking
  - Food safety and bacterial growth

Mathematics

- Recipe scaling
- Portion control
- Food cost awareness
- Yield calculations

English Language Arts

- Reading standardized recipes
- Culinary vocabulary
- Writing product evaluations

Health Education

- MyPlate food groups
- Balanced meals
- Nutrition labels
- Healthy ingredient substitutions

Technology

- Google Classroom
- Digital recipe resources
- Culinary demonstrations
- Digital reflections

2.1.12.PGD	Personal Growth and Development
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	Nutrition
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HS-LS1	From Molecules to Organisms: Structures and Processes
LS1.A	Structure and Function
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.