# Unit 5: Cooking Methods

Content Area: **Art**
Course(s):
Time Period: **MP2**
Length: **15 days**
Status: **Published**

## Targeted Standards

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| HOSP.9-12.9.4.12.I.(1).1 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience. |
| HOSP.9-12.9.4.12.I.(1).2 | Use knowledge of cultures and information from geographical studies to guide guest/customer service decisions. |
| HOSP.9-12.9.4.12.I.(1).3 | Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction. |
| HOSP.9-12.9.4.12.I.(1).7 | Evaluate companies' standard operating procedures related to food and beverage production and guest services to understand how they help ensure the provision of quality products and services. |
| HOSP.9-12.9.4.12.I.(1).9 | Demonstrate knowledge of ethical and legal responsibilities for guest/customer and employee conduct and explain their role in maintaining high quality standards in the industry. |
| HOSP.9-12.9.4.12.I.8 | Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. |
| HOSP.9-12.9.4.12.I.15 | Apply active listening skills to obtain and clarify information. |
| HOSP.9-12.9.4.12.I.39 | Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments. |

## Rationale

Understanding and applying a variety of cooking methods is essential for any culinary student aiming to achieve professional competence. By practicing multiple methods through diverse recipes, students will develop the ability to choose the most effective technique for a given ingredient, ensuring consistent, high-quality results. This lesson bridges foundational culinary theory with hands-on application, encouraging students to think critically about how heat transfer, moisture, and timing shape the final dish.

## Essential Questions

| Content Specific | Skills Specific |
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| • How does the cooking method influence the taste, texture, and nutritional value of food?<br>• What factors determine which cooking method is most appropriate for a given | • How can I control temperature and time to achieve desired doneness without over- or under cooking?<br>• What techniques ensure consistent results |

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| ingredient?<br>• How do different heat transfer methods impact the cooking process? | across different cooking methods?<br>• How can I adjust a cooking method to suit different cuts, sizes, or types of ingredients? |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|---|---|
| • Temperature control<br>• Cooking temperature<br>• Internal cooking temperature | • Cooking method for different cuts<br>• Thermometer uses |

## 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".

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| 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".

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| 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). |