Unit 2: Commercial Breakfast Production

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).
9.4.12.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.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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

The Commercial Breakfast Production unit provides students with authentic experience planning, producing, and serving breakfast in a commercial food-service environment. Students apply leadership skills developed in Unit 1 while preparing breakfast for larger groups using professional production methods. Emphasis is placed on organization, mise en place, recipe scaling, quality control, food safety, timing, teamwork, and customer service. Students learn to coordinate multiple menu items simultaneously while maintaining industry standards for sanitation, efficiency, and presentation.

Essential Questions

Content Specific	Skills Specific
• How does commercial breakfast production differ from home cooking? • Why are organization and communication critical during breakfast service? • How does production planning improve efficiency? • How does quality control affect customer	• How do chefs coordinate multiple breakfast items at one time? • How can recipe scaling improve consistency? • How do teams maintain food quality during service? • What leadership skills contribute to successful breakfast production?

satisfaction?	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Prepare breakfast foods using standardized recipes. • Demonstrate safe egg cookery and breakfast food preparation techniques. • Operate breakfast equipment safely (griddles, ranges, toasters, convection ovens, mixers). • Produce breakfast foods using mise en place and efficient workstation organization. • Cook foods to proper doneness and quality standards. • Demonstrate teamwork during commercial breakfast production	• recipe reading skills • Reinforce handwashing, glove use, personal hygiene, and prevention of cross-contamination while handling ready-to-eat and raw foods. • proper use of smallwares and equipment safety • Build on workstation organization • thermometer use, temperature danger zone knowledge • Reinforce kitchen brigade responsibilities

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".

Mathematics

- Recipe scaling
- Portion calculations
- Food cost estimates

- Yield percentages
- Production timelines

English Language Arts

- Reading standardized recipes
- Writing production schedules
- Customer communication
- Reflective writing

Business Education

- Customer service
- Hospitality management
- Workforce leadership
- Team management

Technology

- Digital production schedules
- Spreadsheet-based recipe scaling
- Menu design software
- Inventory management systems

HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
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).
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.