Unit 4: Large Quantities Soup

Content Area: **Art**
Course(s):
Time Period: **MP4**
Length: **10 days**
Status: **Published**

Targeted Standards

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.
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.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

Students will apply advanced culinary techniques to prepare soups in commercial quantities while emphasizing recipe conversion, cost control, food safety, production planning, and teamwork. Students will gain experience producing soups suitable for school cafeterias, catering events, restaurants, and institutional foodservice while developing leadership skills and maintaining professional kitchen standards.

Essential Questions

Content Specific	Skills Specific
• How are soups prepared in commercial foodservice operations? • Why is recipe conversion important in large quantity cooking? • What factors affect soup quality? • How does mise en place improve production efficiency?	• How do chefs maintain consistency in large batch production? • How do commercial kitchens organize soup production? • How do teams communicate during large quantity cooking?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Scale soup recipes for large production. • Produce flavorful stocks as the foundation for soups. • Demonstrate commercial soup preparation techniques. • Maintain consistency in large batch cooking. • Organize production using commercial kitchen workflow. • Practice food safety during extended cooking and holding times.	• recipe conversion and ingredient scaling • Reinforce proper knife cuts, vegetable fabrication, and mise en place • Build on quality control practices • Continue using safe operation of ranges

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

- Ratios and proportions
- Fractions
- Recipe conversions
- Cost analysis
- Yield percentages

Science

- Heat transfer
- Thickening agents
- Emulsification
- Food chemistry

- Temperature control

ELA

- Reading informational texts
- Technical reading
- Writing production schedules
- Culinary reflections
- Oral communication

Technology

- Google Sheets recipe costing
- Digital production schedules
- Culinary research
- Menu development

2.1.12.PGD	Personal Growth and Development
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-LS1	From Molecules to Organisms: Structures and Processes
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.