Unit 5: Commercial Entrees (meals to go)

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.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
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.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Rationale

In advanced commercial foodservice operations, preparing entrees is not merely a cooking exercise; it represents the intersection of station management, kitchen leadership, inventory control, product consistency, and speed of service. Third-year culinary students must transition from individual cooks into kitchen leaders (sous chefs, chefs de partie, and line expeditors) who can plan, cost, delegate, execute, and troubleshoot high-volume entree production while maintaining strict quality, timing, and safety standards.

Essential Questions

Content Specific	Skills Specific
• How do commercial kitchens design and organize entree components (proteins, starches, vegetables, sauces) for maximum quality and minimal ticket times? • What financial and operational mechanisms prevent food waste during high-volume entree prep and service?	• How does a kitchen leader or expeditor maintain communication, timing, and composure during a commercial lunch/dinner rush? • How can a brigade leader evaluate line performance and provide actionable feedback to team members?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Content or Skill for this Unit: Commercial entree line leadership • high-volume timing • expeditor command • cost-controlled fabrication.	• Spiral Focus from Previous Unit: Advanced knife skills, foundational sauce-making (Mother/Small sauces from Unit 4) • basic food safety/sanitation protocols.

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".

- NJSLS Mathematics — High School (N-Q.A.1, A-REI.A.1):
    - Connection: Calculating yield percentages ($EP \div AP = \text{Yield \%}$), cost-per-plate formulas, unit conversions, and scaling commercial standardized recipes for variable volume predictions.
- NJSLS English Language Arts — Technical Reading & Speaking (NJSLSA.R7, NJSLSA.SL.1):
    - Connection: Reading and interpreting complex commercial recipe specs, executing concise verbal kitchen communication ("Callouts"), and writing post-service debrief reflections on station performance.
- NJSLS Science / Chemistry (HS-PS1-2):
    - Connection: Maillard reaction during protein searing, protein denaturation, emulsion stability in entree sauces, and resting dynamics/heat retention.

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	Personal Safety
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-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.