



# Chefs at Hand – Unit 1 – Kitchen Brigade System

## Unit Focus

This unit is focused on preparing students to work in the Tiger Cafe, a student-run restaurant open to faculty and staff. Students will learn standard restaurant procedures, safety and sanitation protocols and the kitchen brigade system. They will learn to work at each of the stations in the kitchen and practice preparing soups, salads, sandwiches, and desserts. Students will also develop menus that appeal to a target market and comply with time and cost constraints. They will test recipes, write menu descriptions, calculate costs, and determine prices. In the PBA, students will prepare a sandwich for the menu. They will research sandwiches, select a recipe, prepare the sandwich, taste test, modify the recipe, write a menu description and calculate costs and prices. This menu item will be on a menu for the Tiger Cafe in Unit 2.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Connecticut Goals and Standards</b>  <i>Family and Consumer Sciences (CTE)</i></p> <ul style="list-style-type: none"> <li>• Explain the roles, duties, and functions of individuals engaged in food production and service careers. <i>FCS.C.A.1</i></li> <li>• Demonstrate good personal hygiene and health procedures and report symptoms of illness. <i>FCS.C.B.5</i></li> <li>• Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. <i>FCS.C.B.6</i></li> <li>• Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. <i>FCS.C.B.7</i></li> <li>• Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. <i>FCS.C.C.9</i></li> <li>• Apply menu-planning principles to develop and modify menus. <i>FCS.C.D.11</i></li> <li>• Demonstrate professional skills in safe handling of knives, tools, and equipment. <i>FCS.C.E.13</i></li> <li>• Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. <i>FCS.C.E.14</i></li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety).  <b>T2</b> Explore and hone techniques, skills, methods, and processes to create and innovate</p>		
	<b>Meaning</b>		
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>	
	<p><i>Students will understand that...</i></p> <p><b>U1</b> The appearance, texture, and flavor of each component has an overall impact on the success of a dish.  <b>U2</b> Focusing on attention to detail in the preparation of ingredients (e.g., uniformity of knife skills, accuracy of measurement) impacts the consistency and flavor of the finished dish.  <b>U3</b> The way food looks on the plate is what tempts our eyes and makes you want to taste it.  <b>U4</b> A menu item is developed to meet a variety of needs (resources, time, pricing, availability, target market)</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What flavor profiles do I want in my dish? How does that impact the food ingredients I select? The preparation choices I make?  <b>Q2</b> How do I make a prepared dish visually appealing?  <b>Q3</b> What do customers look for in a menu item? How do they evaluate food items?  <b>Q4</b> What keeps customers coming back to a restaurant?  <b>Q5</b> Why do we need a safe and sanitary kitchen?</p>	
	<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>	
	<p><i>Students will know...</i></p> <p><b>K1</b> Basic knife cuts: chop, mince, dice, slice, chiffonade  <b>K2</b> Food safety in preparing and storing ingredients to prevent spoilage, cross-contamination</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Prepping key ingredients according to directions (e.g., precision and uniformity of the chop)</p>	

## Stage 1: Desired Results - Key Understandings

- Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. *FCS.C.E.15*
- Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. *FCS.C.E.16*
- Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. *FCS.C.E.17*
- Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques *FCS.C.E.20*
- Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques. *FCS.C.E.21*
- Demonstrate professional plating, garnishing, and food presentation techniques. *FCS.C.E.24*

- K3** How to set up and break down stations given food ingredients being worked with
- K4** The process of determining costs and prices.
- K5** Characteristics of when the item is "done" (e.g., safe temperature, desired texture and color)
- K6** Plating, garnishing, and presentation techniques
- K7** The main roles within a restaurant style kitchen are: Executive chef, Garde-Manger (salads), Pâtissier (pastries), Grillard (grill station), Potager (soups), Expeditor and dishwasher.

- S2** Monitor and adjust cooking method based on desired outcome
- S3** Research and evaluate recipes and techniques to develop a menu offering that fits a set of parameters and resources.
- S4** Demonstrate food handling and preparation techniques that prevent cross contamination.
- S5** Calculate food costs from a recipe and determine menu prices.
- S6** Strategically organize the flow within stations of a kitchen.

### Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)