



# Chefs at Hand – Unit 2 – "Tiger Cafe" Restaurant

## Unit Focus

Using the menus created in Unit 1, students will run all of the components of the Tiger Cafe. Using the skills practiced in Unit 1, students will work together to prepare takeout orders for members of the staff. Students will work at each station in the kitchen and prepare soups, salads, sandwiches, and desserts. Students will also be in charge of restaurant management tasks in order for the restaurant to operate efficiently and successfully. Students will demonstrate a comprehensive understanding of all the concepts and roles within a restaurant.

In this culminating course PBA experience, students will collectively work together in providing the faculty at Daniel Hand the opportunity to purchase "take-out" lunches through the Tiger Cafe. Each week will provide students the opportunity to contribute their skills in a specific area while collaborating as a team through actively serving in one of the roles within a restaurant style kitchen.

They will roughly follow the schedule below depending on available resources, number of orders, and number of students enrolled in the class.

- **Monday** Food Delivery - initial storing and checklist preparation.
- **Tuesday** Prep
- **Wednesday** Major prep for take-out orders on Wednesday and Thursday
- **Thursday** Service day
- **Friday** Order collection, planning individual responsibilities and ordering for the following week. Cleaning and maintaining work space and inventory.

## 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>• 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>• Operate and maintain tools and equipment following safety procedures and OSHA requirements. <i>FCS.C.C.8</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> </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  <b>T3</b> Work together on a common goal to meet deadlines through addressing challenges and problems along the way both individually and collectively.</p>				
	<b>Meaning</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 50%; text-align: center;">Understanding(s)</th> <th style="width: 50%; text-align: center;">Essential Question(s)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <p><b>U1</b> Timing and communication makes or breaks a restaurant kitchen.  <b>U2</b> The appearance, texture, and flavor of each component has an overall impact on the success of a dish.</p> </td> <td style="vertical-align: top;"> <p><i>Students will keep considering...</i></p> <p><b>Q1</b> How do I organize and prioritize my work?  <b>Q2</b> How do I increase efficiency without sacrificing quality?</p> </td> </tr> </tbody> </table>	Understanding(s)	Essential Question(s)	<p><i>Students will understand that...</i></p> <p><b>U1</b> Timing and communication makes or breaks a restaurant kitchen.  <b>U2</b> The appearance, texture, and flavor of each component has an overall impact on the success of a dish.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How do I organize and prioritize my work?  <b>Q2</b> How do I increase efficiency without sacrificing quality?</p>
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## Stage 1: Desired Results - Key Understandings

- Demonstrate professional skills in safe handling of knives, tools, and equipment. *FCS.C.E.13*
- 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. *FCS.C.E.14*
- 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*
- Demonstrate quality services that meet industry standards in the food service industry. *FCS.C.F.25*

### Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

- U3** Cooks taste test throughout the cooking process in order to monitor, make adjustments, and build flavor.
- U4** Growing and maintaining a customer base is built from the quality of the food and the professionalism of the service.

- Q3** How do I adapt my approach/techniques to meet a customer need or manage a problem?
- Q4** How do I know the customer is happy with both product and professionalism?

### Acquisition of Knowledge and Skill

#### Knowledge

- Students will know...*
- K1** Peapod basics - looking at food item cost, planning items needed for weekly specials, etc.
  - K2** Standard restaurant procedures and jobs are in place in order to efficiently prepare meals.
  - K3** The main roles within a restaurant style kitchen are: Executive chef, Garde-Manger (salads), Pâtissier (pastries), Grillard (grill station), Potager (soups), Expeditor and dishwasher.
  - K4** Plating, garnishing, and presentation techniques

#### Skill(s)

- Students will be skilled at...*
- S1** Prepping key ingredients according to directions (e.g., precision and uniformity of the chop)
  - S2** Communicating with other chefs (students) to produce a quality product within rigid time parameters
  - S3** Demonstrating professionalism (e.g., courtesy, customer service) based on interactions with the customers
  - S4** Demonstrate food handling and preparation techniques that prevent cross contamination.
  - S5** Strategically organize the flow within stations of a kitchen.
  - S6** Calculate food costs from a recipe and determine menu prices.