Unit 8: Restaurant Operations

Content Area: **Art**
Course(s):
Time Period: **MP4**
Length: **10 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).
9.1.2.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.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

The culmination of a 3rd-year culinary program requires synthesizing individual technical skills into holistic, real-world restaurant management. Running a commercial restaurant operation demands cross-departmental coordination: financial menu engineering, Point-of-Sale (POS) management, food cost optimization, kitchen-to-dining-room workflow, labor scheduling, and executive crisis resolution. In this final unit, students step into executive roles—Executive Chef, General Manager, Purchasing Director, and Maître d'—to plan, cost, market, and run a live or fully simulated pop-up restaurant concept from concept to financial post-mortem.

Essential Questions

Content Specific	Skills Specific
• How do restaurant managers use menu engineering matrix analysis to maximize profitability and customer satisfaction? • What key performance indicators (KPIs)—such as food cost percentage, prime cost, and cover turnover—determine the financial viability of a restaurant?	• How does an Executive Chef effectively bridge communication between dining room staff and kitchen line cooks during peak service hours? • How can a management team assess service breakdowns in real time and execute immediate recovery strategies?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Complete restaurant management • menu matrix engineering • live expediting • POS system workflow • financial P&L analysis.	• All previous units • line cookery • entree preparation • side dish timing • bakery/dessert integration • food safety standards.

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, S-ID.A.1):
    - Connection: Statistical analysis of sales mix data, calculating weighted averages for menu contribution margins, predicting labor cost percentages ($Labor \; Cost \div Total \; Sales \times 100$), and balancing operational P&L ledgers.
- NJSLS English Language Arts — Speaking, Listening & Writing (NJSLSA.SL.1, NJSLSA.W2):
    - Connection: Conducting professional pre-shift lineups, writing executive post-service debrief

summaries, and executing clear verbal communication between front-of-house and back-of-house teams.

- NJSLS Social Studies / Economics (6.1.12.EconET.1):
    - Connection: Understanding supply and demand pricing strategies, microeconomics of local food supply chains, and market competition analysis within the hospitality industry.

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).
LS1.A	Structure and Function
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.
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.