Duration: 45 minutes, two days

Standards:

National Standards for FCS

8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
8.4.3 Analyze food, equipment, and supplies needed for menus.
8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

CT Career and Technical Education Performance Standards

Nutrition and Food Production:

1. Analyze ways in which individuals and families manage resources to meet goals related to food acquisition, production, and nutrition.
2. Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.
3. Describe the impact of global and local events and conditions on the cost and availability of foods.
16. Demonstrate procedures applied to safety issues.
17. Demonstrate skills in safe handling of knives, tools, and equipment.
26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.
27. Analyze food, equipment, and supplies needed for menus.
28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.
29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.
32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.
33. Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

Culinary and Food Production:

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. 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.
15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques.

Description:

This unit has focused on giving the students in-depth background on how, where and what is grown in New England, and how climate, geography and history impact food practices and traditions. In this lesson, students will revisit what they've learned and create a seasonal menu using the information they've learned, identifying which lessons their meal represents.

Objectives:

- Design a seasonal menu based on New England foods and traditions.
- Identify what in the menu exemplifies learnings from the unit, including New England foods, water usage, and recycling/composting
- Cook the menu.

Vocabulary:

- N/A

Materials:

- Ingredients and kitchen equipment for student made recipes

Recipe:

- Made by students

Procedure:

1. Prework: Develop a par list of ingredients that are, or will be, available to the students, or modify this par list: Par List

2. Introduce the lesson: "This unit has focused on giving you an in-depth background on how, where, and what is grown in New England, and how climate, geography, and history impact food practices and traditions. For this unit's culminating project, you will show me what you've learned about the food of New England and farming in New England. But let's look at what we've done first." Show the presentation:
   NEFF - 1.12 Culminating Project: Food & Farming Review Slides
   a. At each slide, ask the students what they learned or took away from the lesson. Highlight the objectives of each.

3. "For your culminating project, you will design a menu based on New England foods. You will work in teams to design the menu, and then cook it. You will be graded on how well you show what you've learned, as well as your culinary skills and practices. Additionally, you have the opportunity to give yourself a grade. I may disagree and adjust what you think you should get, but I want you to look at your performance through my eyes." Project the Culminating Project Grading Sheet on the board.

4. Divide the class into cooking teams (a maximum of four students per group is ideal). Distribute the Par List and Culminating Project Grading Sheet

5. Go over the assignment. Answer all questions and then instruct the students to start talking about what they want to make. Circulate the room to assist the students as they progress in their discussions and make decisions. Make sure the recipes they've made are available to them in whatever format your district uses (ex: Google Classroom). If they are sourcing their recipes from the internet, make sure that the website is credible and has tested recipes.

6. When the students are ready to start, instruct them to find their ingredients and equipment. Make sure they are working together to share burners and ovens.

7. When each group is finished, taste their food and give them feedback. Distribute the Culminating Project Grading Sheet and have them complete it. Collect it for grading.

Assessment(s):

- Formative assessment: Students will share "takeaways" on each slide of the class slideshow
- Summative assessment: Culminating Project Grading Sheet

Resources:

- NEFF - 1.12 Culminating Project: Food & Farming Review Slides

- Par List
- Culminating Project Grading Sheet
- Culminating Project Assignment

Extensions:

- You can turn this into a competition where recipes get judged by a council.