

FARM TO TABLE CURRICULUM

(Refer to the [Curriculum Template Explanation](#) document while writing curriculum)



Grade Level(s): 9 - 12

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Course Description:

This interdisciplinary course integrates agricultural science, culinary arts, and environmental sustainability. Students engage in the full cycle of food production from seed to plate by managing gardens, a greenhouse, hydroponic systems, and food labs. Through hands-on learning, students cultivate, prepare, and preserve a wide range of foods while exploring the scientific, cultural, and environmental dimensions of agriculture and food systems.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Greenhouse, Garden, and Kitchen Safety, Sanitation, and Management	How does responsible management of tools, environments, and systems impact food production and safety?	Safe, efficient, and sustainable practices are essential to both food production and kitchen operation.	TI1(9-12), CCE1(9-12), P3(9-12)
Fruit, Vegetable, and Herb Cultivation, Identification, and Preparation	How do environment and preparation methods affect food growth and flavor?	Understanding cultivation and cooking techniques empowers individuals to make informed food choices and reduce waste.	TCC3(9-12), TI4(9-12), CCE4(9-12)
Fish and Shellfish Production and Preparation	How do sustainable practices in aquaculture affect ecosystems and food systems?	Aquaculture offers opportunities for sustainable food production when environmental, health, and safety factors are managed effectively.	TCC2(9-12), DE1(9-12), CCE3(9-12)
Meat and Dairy Products	How do fabrication and preparation techniques influence food quality, sustainability, and ethics?	Knowledge of animal product sourcing, processing, and preparation is key to sustainable and ethical consumption.	AA1(9-12), TI2(9-12), CCE2(9-12)
Basic Cooking Techniques and Recipe Reading	How do basic techniques and accurate recipe interpretation influence culinary success?	Mastering foundational cooking methods and recipe reading promotes independence and culinary creativity.	TI3(9-12), P1(9-12), CCE4(9-12)
Foraged and Local Foods	What role do natural ecosystems play in local food systems?	Forest ecosystems provide diverse food sources that require responsible harvesting and deep ecological knowledge.	DE4(9-12), AA4(9-12), TCC4(9-12)



Unit 1 - Greenhouse, Garden, and Kitchen Safety, Sanitation, and Management

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

AFNR CAREER CLUSTER CONTENT STANDARDS

- PS.01. CCTC Standard: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
- PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.
- PS.01.02.01.a. Describe the major forms of growing media (e.g., hydroponics, soil, greenhouse potting mix, rockwool, etc.).
- PS.01.01.02.c. Design, implement and evaluate a plan to maintain optimal air and temperature conditions for plant growth
- PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.
- PS.01.02.02.c. Formulate and prepare growing media for specific plants or crops.
- PS.03. CCTC Standard: Propagate, culture and harvest plants and plant products based on current industry standards.
- PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.
- PS.03.02.04.b. Monitor the progress of plantings and determine the need to adjust environmental conditions.
- PS.03.02.05.b. Demonstrate proper techniques to control and manage plant growth through mechanical, cultural or chemical means.
- PS.03.02.07.b. Compare and contrast the types of systems used in hydroponic and aquaponic plant production.

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
11. Determine conditions and practices that promote safe food handling, production, and consumption.
 12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
 13. Describe food borne illness as a health issue for individuals and families.
- G. Safety Issues: Demonstrate procedures applied to safety issues.
16. Demonstrate procedures applied to safety issues.
 17. Demonstrate skills in safe handling of knives, tools, and equipment.
 18. Examine procedures for safe and secure storage for equipment and tools.
- H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.
19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
 20. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.
 21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked,



and ready-to-eat foods and between animal or fish sources and other food products.

22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

I. Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment.

23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.

24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.

25. Describe and demonstrate the proper procedures for storing equipment and tools.

D. Menu Planning: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

11. Apply menu-planning principles to develop and modify menus.

12. Analyze food, equipment, and supplies needed for menus.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

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.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

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.

21. Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Safe practices in kitchens, gardens, and greenhouses are vital to the success and sustainability of food systems. • Environmental conditions must be monitored and adjusted to promote healthy plant and fish growth. • Sanitation prevents foodborne illness and ensures a safe working environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is sanitation essential in a food preparation environment? • How can safety practices impact plant and food production outcomes? • How do we create and maintain optimal growing and cooking environments?
<p>Students will know...</p> <ul style="list-style-type: none"> • Types of hydroponic systems and equipment. • Basic environmental requirements for plant growth. • Food safety hazards and how to prevent cross-contamination. • Proper storage, sanitation, and cleaning protocols. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Maintain and troubleshoot greenhouse and aquaculture systems. • Operate basic agricultural and kitchen equipment safely. • Apply best practices for food handling, sanitation, and hygiene. • Monitor air, temperature, and moisture to maintain healthy plant environments.
<p>Key Vocabulary: Hydroponics, aquaponics, sanitation, cross-contamination, pathogens, nitrification, danger zone, germination, irrigation, recirculating aquaculture, growing media</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative: Safety and Sanitation Lab Practical: Students demonstrate sanitation protocols and equipment use. Interim: Greenhouse Operations Project: Students design and document management of a hydroponic system.</p>	<p>Other Evidence: Interim: Quizzes on food safety and greenhouse equipment. Formative: Daily participation and self-assessment of sanitation and safety behaviors.</p>
<p>Learning Plan</p>	
<p>Safety demonstrations and hands-on practice using kitchen equipment CCE1(9-12)</p>	

Greenhouse system set-up, monitoring and data tracking TI1(9-12)
Aquaponics troubleshooting lab and peer coaching P3(9-12)
Cross-contamination simulation with case study review CCE1(9-12)
Kitchen station setup and rotation TI1(9-12), P3(9-12)

Teacher Resources:

The Culinary Professional textbook, CIA Video: "Sanitation is not an Option", Safety & Sanitation Study Guide, National FFA Safety and Environmental Science modules, ServSafe sanitation training materials, Hydroponics equipment manuals and greenhouse management guides, Other resources will be added as needed to accommodate current industry trends.



Unit 2 - Fruit, Vegetable, and Herb Cultivation, Identification, and Preparation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

AFNR CAREER CLUSTER CONTENT STANDARDS

- PS.02.01.02.a: Describe the morphological characteristics used to identify agricultural and herbaceous plants.
- PS.03.05.04.a: Identify and categorize plant preparation methods for storing and shipping plants and plant products.
- PST.02.02.02.b: Apply safety principles and applicable regulations to operate equipment and machinery.

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

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.
34. Describe and demonstrate the process for preparing baked goods and desserts.
35. Describe and demonstrate the process for preparing eggs, grains, and batter products.
36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

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.
23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.
24. Demonstrate professional plating, garnishing, and food presentation techniques.



Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated) <ul style="list-style-type: none"> • TCC3(9-12): I can integrate relevant information to produce multiple valid solutions. • TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals. • CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. 	
Understandings: Students will understand that... <ul style="list-style-type: none"> • Plants have distinct characteristics that allow for classification, cultivation, and culinary use. • Safe and effective planting, harvesting, handling, and preparation methods preserve food quality and safety. • Culinary techniques influence the flavor, texture, and nutritional value of fruits, vegetables, and herbs. 	Essential Questions: <ul style="list-style-type: none"> • How do different growing environments and media affect the characteristics and yield of produce? • Why do we use different preservation and cooking methods for different plant products? • What knowledge and skills are necessary to transform raw produce into edible, appealing dishes?
Students will know... <ul style="list-style-type: none"> • Key characteristics of common fruits, vegetables and herbs. • Optimal conditions for greenhouse and field crop cultivation. • Cooking and preservation techniques for plant products. • Universal agricultural and kitchen safety protocols. 	Students will be able to... <ul style="list-style-type: none"> • Grow crops under optimal conditions from seed to harvest. • Identify and classify produce based on categories. • Clean, cut, prepare, preserve and produce recipes with appropriate kitchen equipment and cooking techniques. • Operate farm equipment safely and efficiently.
Key Vocabulary: Root crop, leafy green, herb, fruiting crop, dice, julienne, chiffonade, sauté, braise, steam, bake, simmer, pickle, preserve, knife cuts, orchard, NFT table, growing media, irrigation	
Assessment Evidence	
Performance Tasks: Summative: Vegetable Tart Lab Interim: Plant Identification Project:	Other Evidence: Formative: Equipment safety checklist and reflection.

Learning Plan

- Guided greenhouse and field modeling, planting and cultivation TI4(9-12)
- Produce identification stations with peer discussion CCE4(9-12)
- Cooking labs focused on knife skills, baking techniques and preservation TCC3(9-12)
- Orchard field trip with identification activity and proper harvesting modeling TI4(9-12)
- Recipe modification lab using local produce TCC3(9-12), CCE4(9-12)

Teacher Resources: Primary agricultural extension publications, Herb and vegetable identification flashcards, The Culinary Professional textbook, Other resources will be added as needed to accommodate current industry trends.



Unit 3 - Fish and Shellfish Production and Preparation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

AFNR CAREER CLUSTER CONTENT STANDARDS

- CT-AQ.07.03.02.a: Identify equipment and handling facilities used in modern aquaculture production.
- CT-AQ.04.01.03.b: Evaluate the health and productivity of fish and shellfish populations.
- K33, L34, L44: Monitor recipe modifications; demonstrate knife and equipment handling; food presentation.

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- B. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.
- 3. Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
 - 4. Describe food service management safety and sanitation program procedures.
 - 6. Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
 - 7. 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.
- E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 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.
 - 17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
 - 18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
 - 19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
 - 23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.
 - 24. Demonstrate professional plating, garnishing, and food presentation techniques.



Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)
 TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
 DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings: Students will understand that...

- The difference between aquaculture and hydroponic systems and how they must be monitored for biological and environmental health.
- Shellfish and fish require safe handling procedures from harvest to preparation.
- Cooking methods affect the texture, safety, and presentation of seafood.

Essential Questions:

- What are the benefits and limitations of aquaculture and hydroponic systems?
- How do we ensure fish and shellfish are safe and sustainable to consume?
- What skills are needed to process and prepare seafood?

Students will know...

- Major species of fish and shellfish and how they are raised or harvested.
- Safe seafood handling protocols and cooking techniques.

Students will be able to...

- Shuck shellfish and fillet finfish properly.
- Apply correct food safety and sanitation practices for seafood.
- Cook seafood using methods such as steaming, sautéing, roasting, and frying.

Key Vocabulary: Finfish, shellfish, aquaculture, hydroponic, bivalve, mollusk, fillet, shuck, dredge, marinade, steam, sear, seafood safety

Assessment Evidence

Performance Tasks:

Summative: Tilapia Cake Lab
 Interim: Filleting fish and shucking shellfish lab

Other Evidence:

Formative: Shellfish identification quiz
 Formative: Peer evaluation of lab sanitation

Learning Plan

- Aquaculture and Hydroponic system health checklist project TCC2(9-12)
- Seafood ID lab and cooking demonstration CCE3(9-12)
- Seafood cooking labs CCE3(9-12)
- Field Trip to DEEP facility TCC2(9-12)

Teacher Resources: Aquaculture equipment manuals, Seafood handling and HACCP guidelines, Culinary seafood preparation videos, The Culinary Professional textbook, Other resources will be added as needed to accommodate current industry trends.



Unit 4 - Meat and Dairy Products

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

AFNR CAREER CLUSTER CONTENT STANDARDS

- AS.02.02.01.a. Identify technology and equipment used in animal systems that support a safe and abundant food supply.
- FPP.03.01.04.a. Describe foods and byproducts derived from different classifications of food products (e.g., meat, egg, poultry, fish, dairy, fruits, vegetables, grains, legumes, oilseeds,

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- B. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.
- 3. Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
 - 4. Describe food service management safety and sanitation program procedures.
 - 6. Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
 - 7. 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.
- E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 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.
 - 17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
 - 18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
 - 19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
 - 23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.
 - 24. Demonstrate professional plating, garnishing, and food presentation techniques.



Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated) AA1(9-12): I can evaluate different approaches and justify the best pathway to success. TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.	
Understandings: Students will understand that... <ul style="list-style-type: none"> • Butchery, dairy processing, and cooking methods impact the quality, taste, and safety of animal products. • Equipment use and technique are essential for accurate fabrication and preparation. • Responsible sourcing and safety protocols protect both animals and consumers. 	Essential Questions: <ul style="list-style-type: none"> • How does fabrication affect meat product usage? • What is the difference between types of dairy products and how are they made? • How do we ensure meat and dairy are prepared safely?
Students will know... <ul style="list-style-type: none"> • Different types of meat cuts and dairy processes. • Proper techniques for butchery and cheese making. • Food safety practices related to animal products. 	Students will be able to... <ul style="list-style-type: none"> • Fabricate basic cuts from whole poultry or meat. • Prepare mozzarella and ricotta cheeses. • Apply food safety techniques during meat/dairy handling. • Use meats and dairy in original recipes.
Key Vocabulary: Primal/subprimal cut, pasteurization, homogenization, whey, curd, rendering, searing, pan-fry, foodborne illness	
Assessment Evidence	
Performance Tasks: Summative: Poultry carcass breakdown and fabrication labs Interim: Cheese making labs and recipe creation	Other Evidence: Formative: Butchery diagram quiz Formative: Sensory evaluation of dairy textures/flavors
Learning Plan	
<ul style="list-style-type: none"> • Butchery demonstration and students labs TI2(9-12) • Dairy production video, demonstration and labs CCE2(9-12) • Taste test with ethical sourcing discussion AA1(9-12) 	

- Kitchen Lab AA1(9-12)
- Written Assessment TI2(9-12)

Teacher Resources: Meat fabrication guides and charts, USDA meat/dairy inspection handbook/guidelines, The Culinary Professional textbook, Other resources will be added as needed to accommodate current industry trends.



Unit 5 - Basic Cooking Techniques and Recipe Reading

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
 - 11. Determine conditions and practices that promote safe food handling, production and consumption.
- G. Safety Issues: Demonstrate procedures applied to safety issues.
 - 16. Demonstrate procedures applied to safety issues.
- C. Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
 - 8. Operate and maintain tools and equipment following safety procedures and OSHA requirements.
 - 9. Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
 - 10. Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and smallwares.
- D. Menu Planning: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
 - 12. Analyze food, equipment, and supplies needed for menus.
- E. Professional Food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
 - 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.
 - 22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
 - 23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.



<p>Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)</p> <p>TI3(9-12): I can formulate and investigate probing questions to further my learning.</p> <p>P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Cooking methods, timing, and accurate measurement directly impact food quality. • Recipes are tools for consistency, but they must be interpreted and adjusted. • Knowledge of culinary language supports independent and collaborative success in the kitchen. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are time and temperature important in cooking? • How do we read and adapt recipes for different purposes? • What tools and methods help us cook safely and precisely?
<p>Students will know...</p> <ul style="list-style-type: none"> • Cooking terms and techniques • Measurement tools and conversions • Proper procedures for using kitchen equipment 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read and scale recipes accurately • Select appropriate tools for tasks • Apply cooking methods such as sautéing, roasting, and simmering • Evaluate final products based on texture, flavor, and presentation
<p>Key Vocabulary: Mise en place, volume, weight, tare, sauté, stir fry, roast, bake, steam, simmer, scale, conversion, standardized recipe, dry measurements, liquid measurements</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Interim: Recipe Reading Quiz</p>	<p>Other Evidence: Formative: Tool ID and Measurement Quiz</p>

Summative: Portuguese Kale, chorizo and herb soup lab	Formative: Peer critique of recipe execution
Learning Plan	
<ul style="list-style-type: none"> • Recipe reading mini-lessons TI3(9-12) • Kitchen Lab P1(9-12) • Peer tasting and reflection CCE4(9-12) • Written Assessment P1(9-12) 	
Teacher Resources: The Culinary Professional textbook, Standardized recipe templates, Instructional cooking and measurement videos, Other resources will be added as needed to accommodate current industry trends.	

Unit 6 - Foraged and Local Foods

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

AFNR CAREER CLUSTER CONTENT STANDARDS

- AS.09.01.01.a–07.a: Identify bees and mushroom types; explain pollination; use tools and harvesting practices.
- NRS.01.02.02.a. Define the characteristics used to identify herbaceous plants.

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

- 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.
- 27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

- 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.
- 31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.
- 32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.
- 34. Describe and demonstrate the process for preparing baked goods and desserts.
- 35. Describe and demonstrate the process for preparing eggs, grains, and batter products.
- 36. Describe and demonstrate techniques for food presentation.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

- 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. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- 19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation



<p>techniques.</p> <p>22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.</p> <p>23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.</p> <p>24. Demonstrate professional plating, garnishing, and food presentation techniques.</p>	
<p>Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)</p> <p>DE4(9-12): I can work respectfully with all members of my community and support the needs of others.</p> <p>AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.</p> <p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> Foraging connects us to local ecology and seasonal food sources. Food safety is critical when working with wild products. Honey and maple syrup are the results of complex biological and environmental systems. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can we responsibly harvest food from natural ecosystems? What knowledge is needed to safely forage mushrooms and forest plants? What can we learn about sustainability through beekeeping and syrup production?
<p>Students will know...</p> <ul style="list-style-type: none"> How to identify edible wild plants of the Northeast Steps for making maple syrup, harvesting honey and seasonal plants Foraging safety guidelines How to identify hardwood and softwood tree species Equipment related to the production of maple syrup How to retrieve honey 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify trees and edible forest plants Properly tap sugar maple trees and process maple sap Use forest foods in recipes Safely harvest and process honey Inoculate hardwood logs with shiitake mushroom spawn Produce recipes using forest foods Harvest honey from a hive
<p>Key Vocabulary: Sapwood, heartwood, evaporator, drone, nectar, pollination, shiitake, fiddlehead, ramps, chives, autumn olive berries, wild violets, dandelion, apiary</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative: Maple Syrup Production Lab</p> <p>Formative: Maple Syrup Lab</p> <p>Interim: Beekeeping/Honey Lab</p>	<p>Other Evidence:</p> <p>Formative: Violet/Dandelion Lab</p> <p>Formative: Student-created foraging safety posters</p> <p>Formative: Tree identification Quiz</p>

Interim: Ramp Lab	
Learning Plan	
<ul style="list-style-type: none"> • Sugar maple tree identification, tapping walkthrough and student tapping lab AA4(9-12) • Maple syrup production and maple syrup lab DE4(9-12) • Identification of locally available foraged foods including instructional videos and demonstrations TCC4(9-12) • Beekeeping demonstration, harvesting honey and honey lab DE4(9-12) • Field trip to local goat farm for tour and to purchase supplies for foraging/local foods labs DE4(9-12) AA4(9-12) • Edible flower identification, harvesting and lab DE4(9-12) • Inoculate hardwood logs with shiitake mushroom spawn, grow and harvest TCC4(9-12) 	
<p>Teacher Resources: CT DEEP tree identification tools, beekeeping guides and local apiary videos, wild edible field books and recipes, The Culinary Professional textbook, Instructional cooking videos, other resources will be added as needed to accommodate current industry trends.</p>	