

A young boy with short dark hair, wearing a light blue polo shirt, is crouching in a garden bed. He is looking down at a green pepper plant that is being planted in the soil. A woman with long blonde hair, wearing a green apron over a dark top, is smiling and looking at the plant. She is also crouching and has her hands near the soil. The plant has several green, unripe peppers hanging from its branches. In the background, another person is visible, also working in the garden. The scene is outdoors with trees and foliage in the background.

INSTRUCTION

— Emeril's —  
CULINARY GARDEN &  
TEACHING KITCHEN



# CURRICULUM OVERVIEW

Emeril's Culinary Garden & Teaching Kitchen provides school partners with resources and standards necessary for achieving the program goals and outcomes introduced in the Program Overview.

The four program pillars served as a guide in creating the program standards, instruction topics, learning objectives, and suggested lesson activities.

The **CURRICULUM** includes an outline, or scope and sequence, of the learning objectives and the recommended teaching order for Grades K-8 garden and kitchen lessons, program standards, one complete lesson plan per grade for garden and kitchen courses of instruction, editable lesson plan templates for instructors to create their own lessons, and an appendix of resource materials to support instruction.

The **SCOPE AND SEQUENCE** includes 18 suggested lesson activities per grade for both the garden and kitchen courses of instruction. All activities support the program standards, meet the program learning objectives, and are aligned to national academic standards.

The **PROGRAM STANDARDS** include anchor standards and grade level standards for both garden and kitchen courses of instruction. Anchor standards are broad end point goals that span a grade cluster, or series of grades, such as K-2, 3-5, 6-8. The anchor standards are further supported by specific grade level standards, found at the beginning of each scope and sequence. Instructors working with varied student readiness have the flexibility to make adjustments within the program by referencing the program standards.

The **LEARNING OBJECTIVES** include content and life skills goals that students are expected to meet at the end of each course of instruction for every grade level. Learning objectives are organized by topic and sophisticate over time.

There are several **IMPLEMENTATION** tactics to fully integrate the program curriculum across all grade levels. Schools should start slow and set realistic goals. Below is an example of a suggested implementation timeline, beginning with the grade K-2 cluster. Each year one additional grade can be added from the other two grade clusters. Using this approach, the curriculum will be fully integrated across all grades in 5 years, creating institutional knowledge among both students and staff.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
K-2	K-2	K-2	K-2	K-2	K-2
3-5	-	3	3,4	3-5	3-5
6-8	-	6	6,7	6-8	6-8

# CURRICULUM DETAILS

## SCOPE AND SEQUENCE

One Scope and Sequence document serves as an outline for each course of instruction (garden and kitchen). Each Scope and Sequence is organized by grade (K-8) and includes: lesson # and title, topic, content learning objective(s), a suggested lesson activity, life skills learning objective(s), a garden/kitchen connection, possible extensions, academic standard connections, and health standard connections. The recommended number of days/lessons is less than the number of days in the grading cycle/academic year in order to accommodate differentiated instruction and to allow school partners flexibility with schedules.

### SCOPE AND SEQUENCE KEY ELEMENTS:

**Grade Level Standards:** The grade specific standards for garden/kitchen that students are expected to meet each year.

**Lesson # & Title:** The name and lesson number (1–18) for the suggested lesson activity. Each course of instruction and grade's Scope and Sequence begins numbering lessons at 1 and ends at 18.

**Topic:** The main theme of the suggested lesson activity.

**Content Learning Objective(s):** The main goal(s) of the suggested lesson that students are expected to learn. Objectives are classified by topic area.

**Suggested Lesson Activity:** A detailed overview of how to teach the lesson topic. Suggested Lesson Activities are intended to be taught sequentially, building on one another. However, the majority will also work as standalone lessons. The exception to this applies to any lesson titled Part 1, Part 2, etc. If there is a need to teach a lesson out of sequence, instructors can check the lesson description for any skills or concepts that are to be reviewed, and, if those skills are new to students, introduce them as part of the lesson.

**Life Skills Learning Objective(s):** The main social/emotional goal(s) of the suggested lesson that students are expected to learn and further develop.

### Connections to Garden/Kitchen Lessons:

Opportunities to connect with specific garden or kitchen lessons from the Scope and Sequence, or general ideas for connecting instruction with the garden or kitchen. Garden and Kitchen Educators should read through both the Garden and Kitchen Scope and Sequences, and communicate with one another regularly to ensure they are making clear connections between the garden and kitchen classrooms.

**Possible Extensions:** Ideas for extending the concepts learned in the lesson beyond the garden or kitchen environment. Includes classroom extension ideas, community extension ideas and BAM! Box Activities (suggestions to incorporate activities related to the curriculum at home with the family).

**Academic Standard Connections:** Connections to the applicable national core standards the suggested lesson complements (Common Core and Next Generation Science Standards), as well as suggestions for connecting to other relevant state standards.

**Health Standard Connections:** Connections to the applicable common health standards the suggested lesson complements (instructors should refer to any state health standards as well).

## INSTRUCTION METHODOLOGY

Lessons are designed to last approximately 45 minutes and can easily be adapted for instructional needs. If a lesson requires more time, it is indicated on the scope and sequence for instructors. There is one type of garden lesson and two types of kitchen lessons—cooking concept and cooking. All lessons begin with a brief engaging activity and end with time for students to reflect and discuss what they learned and/or experienced. Garden lessons and cooking concept lessons follow the 5E Instructional Model from the Biological Sciences Curriculum Study (BSCS). Cooking lessons follow one of Emeril's recipes to guide the instruction sequence.

The 5E model is a student-centered approach that sequences instruction using the following terms: engage, explore, explain, elaborate and evaluate. Students become the center of their learning experience through hands-on activities, develop their own understanding of a concept and then relate their understanding to other concepts.

Lesson plan templates for garden and kitchen that follow the instruction sequence are included in the Appendix of this book for instructors to use when creating their own lesson plans.

Below is a table of the 5E terms, how they are labeled in the garden and cooking concept lesson plans and what each term means / how to use them in a lesson plan.

5E TERMS	GARDEN	COOKING CONCEPT	MEANING
<i>Engage</i>	Cultivate Curiosity	Ignite Interest	A “hook,” or opening activity to engage students with the essential question driving the lesson. Connect to students prior knowledge on the subject and inspire in them a thirst to learn more.
<i>Explore</i>	Root Around	Stir Discoveries	An opportunity for students to explore physical materials and/or open-ended questions related to the lesson topic. Ensure time for students to make discoveries and raise questions.
<i>Explain</i>	Grow Understanding	Clarify New Ideas	The steps for leading a discussion and introducing new information to students once they are fully engaged with a topic and have questions and discoveries to share. When introducing new, important vocabulary to students, write the terms in bold and define them.
<i>Elaborate</i>	Observe the Fruits	Watch It Rise	An opportunity for students to apply their new learning in a meaningful, real-world context, and an opportunity for instructors to measure how well students have achieved the learning objectives. Use the Observational Checklist while students are working to assess development of Personal and Community Life Skills.
<i>Evaluate</i>	Reflect	Reflect	Guiding questions used to engage students in a reflective discussion about what they've learned, and also about collaboration, communication, or other Personal and Community Life Skills they practiced.

Adapted from the Biological Sciences Curriculum Study (BSCS) 5E Instructional Model.

### LESSON PLAN KEY ELEMENTS:

Each grade, K-8, has one complete garden lesson plan and one complete kitchen lesson plan. Additionally, there are 2 welcome to the garden lesson plans and 2 welcome to the kitchen lesson plans that may be adapted to meet the grade level of the class. All lesson plans include the following key elements. Some key elements are outlined in the Scope and Sequence, while some are developed further in a lesson plan.

**Lesson # and Title:\*** The name and number of the lesson.

**Time and Length:** The suggested season and duration for the lesson.

**Location:** The intended location for instruction (garden, kitchen).

**Essential Question:** The “big idea” of the lesson or the overarching theme to build upon. The conceptual question students will be exploring and working toward answering in the lesson.

**Lesson Description:** A 1-2 sentence overview of the lesson, describing what students will do.

**Academic Standards:\*** Connections to national academic standards as well as any other relevant state standards.

**Health Standards:\*** Connections to relevant health standards.

**Learning Objective:\*** The main goal(s) of the lesson (outlined in the scope and sequence) that completes the sentence: “Students will be able to”. Includes content learning objectives and life skills learning objectives.

**Materials:** Materials needed for students and/or teachers in the lesson.

**Vocabulary:** New words that need to be defined before the lesson (for the teacher/student).

**Preparation (time):** The time it will take and the steps the educator will need to take to prepare for the lesson.

**Instruction Sequence (5E's):** The order and organization of learning activities. In garden and cooking concept lessons: the steps to engage students, encourage exploration, explain ideas, elaborate on concepts learned and evaluate learning.

**Possible Extensions:\*** Ideas for extending the concepts learned beyond the classroom. Includes classroom extension ideas, community extension ideas and BAM! Box Activities (suggestions to incorporate activities related to the curriculum at home with the family).

**Teacher Background:** Major concepts the educator needs to know to teach the lesson effectively.

**Additional Resources:** Additional, relevant resources that might be useful to educators teaching the lesson (such as links to visual aids, other published lesson plans, Emeril recipes, etc).

**Adaptations:** Notes or ideas to modify a lesson to work indoors in inclement weather.

**Connections to the Garden / Kitchen Lessons:\*** Opportunities to connect with specific garden or kitchen lessons from the Scope and Sequence, or general ideas for connecting with the garden or kitchen. Garden and kitchen instructors should read through both the garden and kitchen Scope and Sequences, and communicate with one another regularly to ensure they are making clear connections.

*\*elements taken from the scope and sequence*