

LEARNING OBJECTIVES *Kitchen*

GRADES K-2			
TOPIC	KINDERGARTEN	GRADE 1	GRADE 2
Culinary Flavors and Textures (CFT)	<p>CFT.K.1 Name the five senses.</p> <p>CFT.K.2 Identify a variety of tastes and textures.</p>	<p>CFT.1.1 Describe the differences between a number of same fruits or vegetables.</p> <p>CFT.1.2 Name and describe taste sensations.</p> <p>CFT.1.3 Demonstrate an understanding of the flavors of various world cultures.</p>	<p>CFT.2.1 Identify and describe basic textures.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p>
Food Preparation (FP)	<p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p>	<p>FP.1.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p>	<p>FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p>
Kitchen Tools and Equipment (KTE)	<p>KTE.K.1 Name, identify, and safely use new tools.</p> <p>KTE.K.2 Select the correct tool to perform a task.</p> <p>KTE.K.3 State how to properly care for tools.</p> <p>KTE.K.4 Describe the purpose of a tool.</p> <p>New Tools: Hands, colander, mixing bowls, mixing spoons, spatula, vegetable brush, pastry brush, juicer, compost bucket, and, with help from an adult, blender/Vitamix/food processor</p>	<p>KTE.1.1 Use tools introduced in previous grades independently.</p> <p>KTE.1.2 Name, identify, locate and safely use new tools.</p> <p>KTE.1.3 Select the correct tool to perform a task.</p> <p>KTE.1.4 State how to properly care for new tools.</p> <p>New Tools: Cutting board or mat, spatula, tasting spoons, small tongs, can opener, and measuring spoons and cups</p>	<p>KTE.2.1 Use tools introduced in previous grades independently.</p> <p>KTE.2.2 Name, identify, locate, and safely use new tools.</p> <p>KTE.2.3 List tools in recipes.</p> <p>KTE.2.4 Select the correct tool to perform and complete a task with minimal instructor input.</p> <p>KTE.2.5 Explain the reason for selecting a tool for a task.</p> <p>New Tools: Salad spinner, strainer, peeler, strawberry huller, whisk, scale, food mill, rolling pin, muffin pan, and sifter</p>
Recipe Concepts (RC)	<p>RC.K.1 Describe what a recipe is.</p> <p>RC.K.2 Recognize how families share and maintain food and cultural traditions.</p>	<p>RC.1.1 Demonstrate an understanding of recipes and how they reflect the people and cultures of their community.</p>	<p>RC.2.1 Describe how traditional foods and recipes function in social contexts of families and communities, and cultural traditions and celebrations.</p>

TOPIC	KINDERGARTEN	GRADE 1	GRADE 2
Health Concepts (HC)	<p>HC.K.1 Explain where fresh foods come from.</p> <p>HC.K.2 Explain what Eat a Rainbow means.</p> <p>HC.K.3 Name a food group.</p> <p>HC.K.4 Identify a food group in the garden.</p> <p>HC.K.5 Make healthy food choices.</p>	<p>HC.1.1 Create a healthy snack from the garden.</p> <p>HC.1.2 Harvest foods from the garden for taste and nutrition with guidance.</p> <p>HC.1.3 Describe the food groups.</p> <p>HC.1.4 Describe what a balanced meal is.</p>	<p>HC.2.1 Demonstrate the ability to design a garden that incorporates various world cultures.</p> <p>HC.2.2 Recognize local and seasonal foods.</p> <p>HC.2.3 Define whole fresh foods in each food group.</p> <p>HC.2.4 Create a healthy snack using whole fresh foods.</p>
Home Economics (HE)	<p>HE.K.1 Understand and describe a variety of food related professions.</p> <p>HE.K.2 Understand abundance in terms of seasonality.</p>	<p>HE.1.1 Understand what chefs and food producers do.</p> <p>HE.1.2 Understand scarcity in terms of seasonality.</p>	<p>HE.2.1 Manage garden scarcity and abundance with cooking techniques.</p>

GRADES 3-5			
TOPIC	GRADE 3	GRADE 4	GRADE 5
Culinary Flavors and Textures (CFT)	<p>CFT.3.1 Demonstrate an understanding of taste sensations.</p> <p>CFT.3.2 Describe foods and their flavor attributes.</p> <p>CFT.3.3 Describe what texture means; use examples.</p> <p>CFT.3.4 Identify flavors, foods, and dishes from other cultures</p>	<p>CFT.4.1 Review basic sensory attributes of flavors</p> <p>CFT.4.2 Create basic flavor combinations using international cuisines.</p> <p>CFT.4.3 Assess main ingredients, seasonings and dishes of other cultures.</p>	<p>CFT.5.1 Describe how other cultures use flavors in their cuisines.</p> <p>CFT.5.2 Explain food traditions of other cultures using sensory language to describe flavor and ingredients.</p>
Food Preparation (FP)	<p>FP.3.1 Describe how and when to harvest food from the garden.</p> <p>FP.3.2 Demonstrate an understanding of whole grain preparations.</p> <p>FP.3.3 Create a healthy snack using food from the garden or farmers market</p>	<p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>FP.4.2 Describe and perform food preservation processes such as drying, freezing, pickling.</p> <p>FP.4.3 Demonstrate ability to make simple recipes inspired by world cultures.</p> <p>FP.4.4 Explain cultural and historical significance of preservation methods.</p>	<p>FP.5.1 Demonstrate understanding of how to handle, prepare, and process proteins using a variety of cultural traditions.</p> <p>FP.5.2 Design and/or create complete protein meal using a variety of cultural traditions.</p>
Kitchen Tools and Equipment (KTE)	<p>KTE.3.1. Use tools introduced in previous grades independently.</p> <p>KTE.3.2. Name, identify, locate and safely use new tools.</p> <p>KTE.3.3. Explain form and function of new tools/equipment.</p> <p>KTE.3.4 Select the correct tool to perform and complete a task with minimal instructor input.</p> <p>New Tools: Paring knife, mortar & pestle, potato masher, melon baller, apple-corer, garlic press, zester, box-grater, micro-planer</p>	<p>KTE.4.1. Use tools introduced in previous grades independently.</p> <p>KTE.4.2. Name, identify, locate, and safely use new tools.</p> <p>KTE.4.3. Demonstrate proper care and storage of tools/equipment.</p> <p>KTE.4.4 Practice various tool techniques with increasing independence.</p> <p>New Tools: Manual pasta machine, food mill, food dehydrator, airtight container, ladle, and with the assistance of an adult, the stove</p>	<p>KTE.5.1. Use tools introduced in previous grades independently.</p> <p>KTE.5.2. Name, identify, locate and safely use new tools.</p> <p>KTE.5.3. Select the correct tool and explain the reason for selecting the tool.</p> <p>KTE.5.4 Practice tool skills with increasing independence.</p> <p>New Tools: Small chef’s knife, bread knife, spice grinder, pastry blender, blender/Vitamix/food processor, casserole/soufflé dish, roasting pan, and standing and hand-held mixers</p>

TOPIC	GRADE 3	GRADE 4	GRADE 5
Recipe Concepts (RC)	<p>RC.3.1 Describe the structure and function of a recipe.</p> <p>RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <ul style="list-style-type: none"> • Cut • Peel, zest, and grate • Core, hull, and pit • Mash and puree 	<p>RC.4.1 Relate the parts of recipe.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p>	<p>RC.5.1 Summarize cultural and historical significance in recipes.</p> <p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <ul style="list-style-type: none"> • Cut, cube, rough chop, fine chop, dice, and slice. • Mix, stir, cream, puree, whip, fold, and toss. • Pulverize
Health Concepts (HC)	<p>HC.3.1 Create a healthy snack plan to grow in the school garden.</p> <p>HC.3.2 Demonstrate an understanding of local and seasonal foods.</p> <p>HC.3.3 Define and describe grain based carbohydrates.</p> <p>HC.3.4 Compare and contrast processed and whole grains.</p> <p>HC.3.5 Identify where grains are sourced locally.</p> <p>HC.3.6 Read and interpret a food label.</p>	<p>HC.4.1 Create a calendar of seasonal menus that reflect local and seasonal foods.</p> <p>HC.4.2 Understand that nutrients in soil and plants are assimilated into the body.</p> <p>HC.4.3 Describe fruits and vegetables in relation to the food groups.</p> <p>HC.4.4 Identify where fruits and vegetables are sourced locally.</p> <p>HC.4.5 Compare and contrast fresh, canned, and frozen fruits and vegetables.</p> <p>HC.4.6 Collect and display data from weekly food purchases for family or community.</p>	<p>HC.5.1 Summarize seed to plate process.</p> <p>HC.5.2 Define and describe what a protein is.</p> <p>HC.5.3 Describe the benefits of a nutrient rich diet.</p> <p>HC.5.4 Identify where proteins are sourced locally.</p>
Home Economics (HE)	<p>HE.3.1 Apply critical thinking skills to budgeting in a home kitchen.</p> <p>HE.3.2 Compare and contrast cost of store bought processed foods, home processed foods, and foods grown in the garden.</p> <p>HE.3.3 Describe abundance and the causes of abundance in the garden</p>	<p>HE.4.1 Calculate expansion and contraction of volumes of foods.</p> <p>HE.4.2 Understand multiple uses of vegetable scraps and strategies to reduce waste.</p>	<p>HE.5.1 Demonstrate knowledge of shopping for groceries on a budget.</p> <p>HE.5.2 Understand the economic impact of growing your own food and using it in the kitchen.</p>

GRADES 6-8			
TOPIC	GRADE 6	GRADE 7	GRADE 8
Culinary Flavors and Textures (CFT)	<p>CFT.6.1 Utilize taste sensations to describe a series of breakfast items.</p> <p>CFT.6.2 Understand the relationship between smell and taste in culinary practices.</p>	<p>CFT.7.1 Utilize taste sensations to describe various hot and cold food items.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p>	<p>CFT.8.1 Demonstrate mastery of tasting skills to create a dinner menu.</p> <p>CFT.8.2 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.</p>
Food Preparation (FP)	<p>FP.6.1 Demonstrate knowledge of safe food handling practices</p> <p>FP.6.2 Name and describe basic cooking techniques and use them as instructed to prepare recipes.</p>	<p>FP.7.1 Demonstrate knowledge of safe food handling practices with increased skill.</p> <p>FP.7.2 Use a variety of cooking techniques</p> <p>FP.7.3 Identify the right cooking technique to complete a task and articulate why it is the correct technique.</p>	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques</p> <p>FP.8.3 Summarize benefits of different cooking techniques for retaining nutrients.</p>
Kitchen Tools and Equipment (KTE)	<p>KTE.6.1 Use tools introduced in previous grades independently.</p> <p>KTE.6.2 Name, identify, locate, and safely use new tools.</p> <p>KTE.6.3 Match tools to tasks and explain selection process.</p> <p>KTE.6.4 Demonstrate proper and safe use of tools and equipment with independence.</p> <p>New Tools: Oven, parchment, foil, plastic wrap, baking sheets, muffin pans, cooling rack, thermometers, and oven mitts and hot pads</p>	<p>KTE.7.1 Use tools introduced in previous grades independently.</p> <p>KTE.7.2 Name, identify, locate, and safely use new tools/equipment.</p> <p>KTE.7.3 Match tools to tasks and explain selection process.</p> <p>KTE.7.4 Demonstrate ability to use tools and equipment independently.</p> <p>New Tools: Stove, pots, pans, skillets, steamer insert, and griddle</p>	<p>KTE.8.1 Name, identify, locate, and safely use all tools and equipment.</p> <p>KTE.8.2 Recommend proper tool and equipment selection and match tool/equipment to task.</p> <p>KTE.8.3 Practice tool and equipment use independently.</p> <p>New Tools: Standing mixer and hand-held mixer, baking pans, instant read thermometer</p>

TOPIC	GRADE 6	GRADE 7	GRADE 8
Recipe Concepts (RC)	<p>RC.6.1 Understand the importance of and how to measure various food, storage and cooking temperatures</p> <p>RC.6.2 Demonstrate ability to decrease and increase portions using US customary standards.</p> <p>RC.6.3 Read and follow a recipe inferring whether it can be modified.</p>	<p>RC.7.1 Compare and contrast recipes from various world cultures</p> <p>RC.7.2 Perform entry-level culinary measurements using metric system measurements of volume, weight, and whole, decimal, and fractional numbers.</p> <p>RC.7.3 Follow a recipe with increased independence and make modifications with the ingredients.</p>	<p>RC.8.1 Convert recipes from US customary into metric standards and vice versa.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p>
Menu Development (MD)	<p>MD.6.1. Research and plan a menu using world culture theme.</p> <p>MD.6.2. Create recipes to scale.</p> <p>MD.6.3. Harvest, cook and serve food.</p>	<p>MD.7.1. Demonstrate ability to develop and plan large event using world culture theme.</p>	<p>MD.8.1. Create a menu using world culture theme.</p> <p>MD.8.2. Create a planting list for a farm or garden to grow.</p>
Health Concepts (HC)	<p>HC.6.1 Describe the health benefits of eating seasonal foods.</p> <p>HC.6.2 Identify ingredients by name</p> <p>HC.6.3 Describe how the body uses nutrients from food to function.</p> <p>HC.6.4 Identify where products from different food groups are sourced locally.</p> <p>HC.6.5 Understand how to create complete protein dishes with vegan, vegetarian, and/or animal proteins.</p> <p>HC.6.6 Demonstrate knowledge of whole foods, minimally processed foods and processed foods.</p>	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.2 Identify and harvest foods from the garden when they are at their peak for preserving.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>HC.7.4 Demonstrate understanding of how cooking techniques can alter nutrients in food.</p> <p>HC.7.5 Identify various ways cultures incorporate food groups into their diets.</p> <p>HC.7.6 Read and interpret food labels and terms.</p>	<p>HC.8.1 Design a seasonal menu plan that reflects the foods grown in your bio-region/state.</p> <p>HC.8.2 Understand and articulate the relationship between healthy soil, healthy foods, and healthy bodies.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>HC.8.4 Demonstrate understanding of how the body uses fats and carbohydrates.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>HC.8.6 Reflect on personal and communal eating in terms of daily habits and celebrations.</p>

TOPIC	GRADE 6	GRADE 7	GRADE 8
Home Economics (HE)	<p>HE.6.1 Compare and contrast economics of cooking from single ingredients at home, foods grown in the garden, and purchasing ready-made foods.</p> <p>HE.6.2 Demonstrate knowledge of planning and cooking healthy meals on a budget.</p>	<p>HE.7.1 Explore the economic impact of preserving foods (freezing, canning, and drying foods at the peak of their ripeness for winter use).</p>	<p>HE.8.1 Design and produce a week of healthy and seasonal recipes on a budget</p> <p>HE.8.2 Explain cost and health benefit of farm to table.</p>
Business Planning (BP)	<p>BP.6.1 Demonstrate ability to plan and stage a classroom event that promotes healthy eating, reflects a world culture, and includes family and community.</p> <p>BP.6.2 Create simple financial plan.</p> <p>BP.6.3 Balance the income and expenses. Plan for shortfall or excess.</p>	<p>BP.7.1 Demonstrate ability to plan and stage a school event that promotes healthy eating, reflects a world culture, and includes family and community.</p> <p>BP.7.2 Understand simple profit and loss balance sheet for event.</p>	<p>BP.8.1 Create a business plan to bring a food related product to market.</p> <p>BP.8.2 Create basic Profit/Loss for business.</p>

GRADES K-8 KITCHEN TOOLS & EQUIPMENT		
TOPIC	GRADE	GRADE 7
TE	K	<p>KTE.K.1 Name, identify, and safely use new tools.</p> <p>KTE.K.2 Select the correct tool to perform a task.</p> <p>KTE.K.3 State how to properly care for tools.</p> <p>KTE.K.4 Describe the purpose of a tool.</p> <p>New Tools: Hands, colander, mixing bowls, mixing spoons, spatula, vegetable brush, pastry brush, juicer, compost bucket, and, with help from an adult, blender/Vitamix/food processor</p>
TE	1	<p>KTE.1.1 Use tools introduced in previous grades independently.</p> <p>KTE.1.2 Name, identify, locate and safely use new tools.</p> <p>KTE.1.3 Select the correct tool to perform a task.</p> <p>KTE.1.4 State how to properly care for new tools.</p> <p>New Tools: Cutting board or mat, spatula, tasting spoons, small tongs, can opener, and measuring spoons and cups</p>
TE	2	<p>KTE.2.1 Use tools introduced in previous grades independently.</p> <p>KTE.2.2 Name, identify, locate, and safely use new tools.</p> <p>KTE.2.3 List tools in recipes.</p> <p>KTE.2.4 Select the correct tool to perform and complete a task with minimal instructor input.</p> <p>KTE.2.5 Explain the reason for selecting a tool for a task.</p> <p>New Tools: Salad spinner, strainer, peeler, strawberry huller, whisk, scale, food mill, rolling pin, muffin pan, and sifter</p>
TE	3	<p>KTE.3.1 Use tools introduced in previous grades independently.</p> <p>KTE.3.2 Name, identify, locate and safely use new tools.</p> <p>KTE.3.3 Explain form and function of new tools/equipment.</p> <p>KTE.3.4 Select the correct tool to perform and complete a task with minimal instructor input.</p> <p>New Tools: Paring knife, mortar & pestle, potato masher, melon baller, apple-corer, garlic press, zester, box-grater, micro-planer</p>

TOPIC	GRADE 6	TOOLS & EQUIPMENT
TE	4	<p>KTE.4.1 Use tools introduced in previous grades independently.</p> <p>KTE.4.2 Name, identify, locate, and safely use new tools.</p> <p>KTE.4.3 Demonstrate proper care and storage of tools/equipment.</p> <p>KTE.4.4 Practice various tool techniques with increasing independence.</p> <p>New Tools: Manual pasta machine, food mill, food dehydrator, airtight container, ladle, and with the assistance of an adult, the stove</p>
TE	5	<p>KTE.5.1 Use tools introduced in previous grades independently.</p> <p>KTE.5.2 Name, identify, locate and safely use new tools.</p> <p>KTE.5.3 Select the correct tool and explain the reason for selecting the tool.</p> <p>KTE.5.4 Practice tool skills with increasing independence.</p> <p>New Tools: Small chef’s knife, bread knife, spice grinder, pastry blender, blender/Vitamix/food processor, casserole/soufflé dish, roasting pan, and standing and hand-held mixers</p>
TE	6	<p>KTE.6.1 Use tools introduced in previous grades independently.</p> <p>KTE.6.2 Name, identify, locate, and safely use new tools.</p> <p>KTE.6.3 Match tools to tasks and explain selection process.</p> <p>KTE.6.4 Demonstrate proper and safe use of tools and equipment with independence.</p> <p>New Tools: Oven, parchment, foil, plastic wrap, baking sheets, muffin pans, cooling rack, thermometers, and oven mitts and hot pads</p>
TE	7	<p>KTE.7.1 Use tools introduced in previous grades independently.</p> <p>KTE.7.2 Name, identify, locate, and safely use new tools/equipment.</p> <p>KTE.7.3 Match tools to tasks and explain selection process.</p> <p>KTE.7.4 Demonstrate ability to use tools and equipment independently.</p> <p>New Tools: Stove, pots, pans, skillets, steamer insert, and griddle</p>
TE	8	<p>KTE.8.1 Name, identify, locate, and safely use all tools and equipment.</p> <p>KTE.8.2 Recommend proper tool and equipment selection and match tool/equipment to task.</p> <p>KTE.8.3 Practice tool and equipment use independently.</p> <p>New Tools: Standing mixer and hand-held mixer, baking pans, instant read thermometer</p>

GRADES K-8 KITCHEN BEHAVIORS		
TOPIC	GRADE	BEHAVIORS
KB.1	K-8	Recognize where the kitchen is located, how to move in it respectfully and safely, and understand the kitchen is a learning environment.
KB.2	K-8	Understand and practice proper safety and sanitation practices in the kitchen. Students wash hands and pull hair back. Gloves are used when applicable. Clothing is tucked in, tied, clean and covered with aprons.
KB.3	K-8	Students handle, wash, and prepare foods safely.
KB.4	K-8	Students clean up the kitchen after they use it, and know that the kitchen is a shared space to be left as it was found.
KB.5	K-8	Students use healthy practices and know how to avoid spreading bacteria and viruses.

ICON KEY *Garden*



HOUSE ICON

Indicates suggested lesson activities that work just as well indoors as out.



HOUSE WITH PLUS SIGN

Indicates suggested lesson activities that can be modified fairly easily to work indoors in the case of inclement weather.



WHEELBARROW

Indicates materials section of a garden lesson plan.



DIAMOND

Indicates to use extra caution.



PAPER

Indicates that this lesson has a full lesson plan developed for the instructor's use.



QUESTION(S)

Indicates the essential questions of the lesson.



CHECKMARK

Indicates opportunities to assess student learning and development.



ABC

Indicates vocabulary words used in the lesson.