

# GRADE 6 | Garden

## SCOPE & SEQUENCE



### GRADE 6 STANDARDS

At the end of Grade 6, students will be able to:

- Demonstrate knowledge of garden design and installation.
- Demonstrate understanding of the relationship between weather and seasonality.
- Demonstrate understanding and proper use of soil amendments.
- Demonstrate knowledge of various propagation methods.
- Demonstrate knowledge of basic business skills to plan a garden project.



# GRADE 6 | FALL

Each activity described below should be designed to last approximately 45 minutes.


GRADE 6 | FALL


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
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## START THE YEAR *Schoolwide Garden Work Party with Families/Local Community*

<b>1.</b> Welcome to the Garden! 	Personal and Community Life Skills <b>(PLS and CLS)</b>		Engage students by leading them in an observation of the garden, recognizing how peaceful the space is without our interaction. Then consider how we can interact with the space in a way that enhances it. Explore these ideas as you establish garden agreements together, reviewing the Personal and Community Life Skills. Then elaborate on these understandings by practicing the agreements as students explore the garden and find a crop that is ripe and ready to harvest. Have students share what they remember about safe food handling techniques, and then choose a crop to harvest and enjoy together. Toward the end of class, introduce a poster-size calendar to record all planting, germination and first harvest dates for crops planted throughout the year. Have students record the foods that are ready to harvest on the calendar. Then, at the end of each garden class throughout the year, provide students time to add things they have planted or harvested to the classwide garden calendar. 	<b>PLS.1-6</b>  <b>CLS.5</b> Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Compare agreements created in <b>Kitchen Lesson #1: Welcome to the Kitchen!</b> to those created in the garden.	<b>Community:</b> Compare planting and harvesting calendars with those of local farmers. Volunteer at a local farm to help harvest or glean their crops.	<b>NGSS.6.LS1.B</b> Growth and Development of Organisms  <b>CCSS.ELA-LITERACY.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
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<b>2.</b> Producers and Consumers	Garden and Food Systems (GFS)	<b>GFS.6.4</b> Describe producer and consumer in the garden environment.	Engage each student in creating an index card with an illustration and name of a specific garden plant or animal. Gather together and shuffle the cards. Redistribute and have students explore the garden, looking for the plant or animal on their card. Once they find it, have students trade cards with one another and try to find the new plant or animal. Regroup and explain the terms “producer” (plant that produces food through photosynthesis) and “consumer” (animal that eats plants or other animals for food). Then have students elaborate, arranging themselves into 2 large groups based on the cards: producers and consumers. Hand out journals that students will use to reflect at the end of each lesson.	<b>CLS.2</b> Students cooperate and communicate well with each other.	In the garden, make the connection between producers (i.e. farmers) and consumers in the food system with producers and consumers in an ecosystem.	<b>Classroom:</b> On the back of the index card, write researched facts about the plant or animal then combine all cards into a “field guide” to the school garden divided by producers and consumers.	<b>NGSS Science and Engineering Practice:</b> Developing and Using Models.  <b>CCSS.ELA-LITERACY.SL.6.1.C</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
<b>3.</b> How to Harvest	Plants (P)	<b>P.6.3</b> Understand best harvest practices for food grown in garden.  <b>GTE.6.1-4</b> Garden Tools and Equipment	Review safe food handling techniques. Have students explore this skill by harvesting, washing and preparing something fresh from the garden together. Then have students elaborate, creating short skits or videos on safe and proper harvest techniques to share with a younger grade. Note your harvest on the class wide garden calendar.	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.	Ask the kitchen educator if there is anything your class can harvest for <b>Kitchen Lesson #4: Ka-Bam Kabobs</b> , or another recipe they are cooking this week.	<b>Classroom:</b> Have students write scripts for their skits, including text and stage directions for the actors.	<b>CCSS.ELA-LITERACY.SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>National Health Education Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.


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4. Saving Seeds with Popcorn	Plants (P)	<b>P.6.2</b> Describe seed germination.	Engage students by having them harvest seeds from the crop you planted in <b>Grade 5 Lesson #16: Planting Seeds for Saving</b> . Then gather around the harvest and explore, having the class work together to select seeds from the 5 healthiest plants to save for planting in the spring. Explain the seed-plant-seed cycle. Set aside the selected seeds for saving. Note: If you planted corn, have students harvest the healthiest ears of corn and show them how to use the remaining cobs to prepare popcorn. Pop the popcorn. Have students make origami seed envelopes such as the ones found on <a href="#">Our Permaculture Life</a> , and elaborate on their learning by referencing store-bought seed packets or a planting guide to write information on them about when and where to plant, spacing, days to germination and harvest, and the like. Then have students place seeds they selected to save into the origami seed envelopes, and present these seeds to the new Grade 5 students to plant in the spring and harvest in the fall. Ask them to explain the benefits of saving your own seeds. Note your harvest on the class wide garden calendar. Enjoy popcorn together. 	<b>CLS.1</b> Students demonstrate problem solving and resolve conflict as a team.	In the garden, provide student teams with salt, spices, and other possible toppings for popcorn. Have students season their popcorn, and as they do, reflect on the flavor combinations in each one (i.e. salty and sweet, or spicy and sweet, etc).	<b>Classroom:</b> As students study early humans—Mesopotamians, Egyptians, Kush, Hebrews, Greeks, Indians, and Romans, for example—research what seeds were in their diets. A good reference is <i>Food Civilization: How History has been Affected by Human Tastes</i> by Carson Ritchie and <a href="#">A Handful of Seeds</a> by the Occidental Art and Ecology Center.	<b>CCSS.ELA-LITERACY.W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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5. Why Do We Have the Foods We Do?	Garden and Food Systems (GFS)	<p><b>GFS.6.2</b> Understand what foods grow best in your specific geographic location and why.</p> <p><b>GFS.6.5</b> Define local and seasonal eating.</p>	<p>Have students explore the <u>USDA's National Agricultural Statistics Service</u> to identify the top three crops grown in your state. Have students research the climate of your state such as:</p> <ul style="list-style-type: none"> <li>• What is the average lowest temperature?</li> <li>• Average highest?</li> <li>• Average days of frost?</li> <li>• Average humidity?</li> </ul> <p>Discuss the effect weather has on farming. Have students elaborate by researching and drawing conclusions about additional factors that could influence farming in the region (soil types, rainfall, etc). Have students record conclusions in journals.</p> 	<b>PLS.6</b> Students actively seek creative and resourceful solutions.	In the garden, discuss common meals in your state that include the top 3 crops. Contrast with common meals in a state with a very different climate.	<p><b>Community:</b> Take a look at local weather reports to discuss the weather and the climate (and the difference between the two). Invite local farmers in to discuss how the climate affects their decision making on the farm.</p>	<p><b>NGSS.6.ESS2.D</b> Weather and Climate - Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</p> <p><b>CCSS.ELA-LITERACY.RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	


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6. Recruiting Farmers to Our Region	Weather and Seasons, Climate and Geography <b>(WSCG)</b>	<b>WSCG.6.1</b> Describe the growing climate and seasons of your region.	In order to help students recognize what is unique about agriculture in their area, have them imagine that they are trying to recruit farmers to their region. Have them explore, using their research and images gathered in <b>Lesson #5: Why Do We Have the Foods We Do?</b> , to create pamphlets that they think would convince farmers to come to their regions. Pamphlets must include information on temperature highs and lows and what can be grown in each season. 	<b>PLS.4</b> Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	In the garden or for homework, have students create similar recruiting materials for chefs to encourage them to come and cook with the produce available.	<b>Community:</b> Create a version of the pamphlet for home gardeners to distribute at your city's welcome center or to give to local real estate agents to share with new residents.	<b>CCSS.ELA-LITERACY.W.6.2.A</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  <b>VA:Cr3.1.6a</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	


## GRADE 6 | WINTER

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
<b>7.</b> Garden Design Challenge, Part 1: Designing a Garden Bed	Garden Planning and Maintenance <b>(GPM)</b>	<p><b>GPM.6.1</b> Understand and apply basic garden math skills to the design of a garden.</p> <p><b>BP.6.1</b> Compare and contrast a home garden to a school garden.</p> <p><b>BP.6.2</b> Create a garden planting list.</p> <p><b>BP.6.3</b> Create project expense list.</p>	<p>Engage students by giving teams of 4-6 students a challenge: To create a garden plan using knowledge they have gained about seasonality, nutrition, and growing climates. Provide each team with a blank template for a garden bed with measurements included. Have them explore, designing a garden that fits specific requirements, such as: grows a favorite crop of every team member; includes enough of a particular crop for a specific dish selected by team; grows crops with specific nutritional benefits; etc. Have student teams use these designs to create planting and expense lists for their garden beds.</p> 	<b>CLS.1</b> Students demonstrate problem solving and resolve conflict as a team.	In the garden, give students nutrition-related challenges for their beds, such as growing food from each food group or growing plants that provide a variety of vitamins and minerals.	<b>Classroom:</b> Use measurements from the garden design activity to have teams calculate the area and volume of their planting areas.	<b>CCSS.ELA-LITERACY.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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<b>8.</b> Garden Design Challenge, Part 2: Planting a Garden Bed	Garden Planning and Maintenance <b>(GPM)</b>	<b>GPM.6.1</b> Understand and apply basic garden math skills to the design of a garden.  <b>P.6.1</b> Interpret directions on seed packets.  <b>GTE.6.1-4</b> Garden Tools and Equipment	Have student teams elaborate on the plans they made in <b>Lesson #7: Garden Design Challenge, Part 1: Designing a Garden Bed</b> , by following their plans to make measurements (of the area of the bed; of the space between seeds or plants; etc.). Have teams stake out planting areas, and then plant their garden beds. Have students label each crop planted and include a nutrition fact on each label, such as “Kale: High in Vitamins A and C.” Add fish emulsion as a natural fertilizer to beds.	<b>CLS.1</b> Students demonstrate problem solving and resolve conflict as a team.	In the garden, have students add cooking suggestions or dishes to the labels on each crop, such as “Kale: Cut into strips, drizzle with olive oil, sprinkle with salt, bake until crispy, and enjoy!”	<b>Community:</b> Take students on field trips to visit other home or community gardens and have them compare and contrast the different types of gardens in their community.	<b>CCSS.MATH.CONTENT.6.G.A.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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<b>9.</b> Garden Design Challenge, Part 3: Incorporating Beneficial Insectary Plants	Garden and Food Systems (GFS)	<b>GFS.6.1</b> Identify and create attraction strategies for beneficial insects in the home or school garden.  <b>BP.6.2</b> Create a garden planting list.	Have student teams explore, researching local beneficial insects. Then explain how to create a plan and planting list for attracting beneficial insects to the garden. Have student teams elaborate on this, mapping where they can plant beneficial insectary plants, which are plants that attract beneficial insects; listing the insects they hope to attract; and explaining why those particular insects will be important in the garden. Students will use these plans in <b>Lesson #10: Garden Design Challenge, Part 4: Planting Beneficial Insectary Plants.</b> 	<b>PLS.6</b> Students actively seek creative and resourceful solutions.	In the garden, discuss the seasonality of beneficial insectary plants and compare with the seasonality of local crops.	<b>Community:</b> Prepare a poster or other visual informational guide for a local community center or library about beneficial insects.	<b>NGSS.6.LS2.A</b> Interdependent Relationships in Ecosystems.  <b>CCSS.MATH.CONTENT.6.RP.A.3.C</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
<b>10.</b> Garden Design Challenge, Part 4: Planting Beneficial Insectary Plants	Garden and Food Systems (GFS)	<b>GFS.6.1</b> Identify and create attraction strategies for beneficial insects in the home or school garden.  <b>P.6.1</b> Interpret directions on seed packets.	Have students elaborate on their learning in <b>Lesson #9: Garden Design Challenge, Part 3: Incorporating Beneficial Insectary Plants</b> by planting seeds for crops that attract beneficial insects and labeling each plant with its name and the reason it is beneficial to the edible crops.	<b>CLS.2</b> Students cooperate and communicate well with each other.	If possible in your region, include a few beneficial insectary plants that are also edible in your garden, so that you can incorporate them into salads and the like.	<b>Community:</b> Ask local landscape or garden designers to share how they create planting lists for how much and what to plant for their clients.	<b>NGSS.6.LS2.A</b> Interdependent Relationships in Ecosystems.  <b>Social Studies:</b> Economics.	


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<b>11.</b> Garden Design Challenge, Part 5: Presenting Garden Beds	Garden Planning and Maintenance <b>(GPM)</b>	<p><b>GPM.6.1</b> Understand and apply basic garden math skills to the design of a garden.</p> <p><b>BP.6.1</b> Compare and contrast a home garden to a school garden.</p> <p><b>GFS.6.1</b> Identify and create attraction strategies for beneficial insects in the home or school garden.</p>	<p>Have each student team present the garden design created and planted in <b>Lessons #7 - #10</b> to the class, including information on why they chose various plants; the nutritional and culinary benefits of their planting choices; how they decided upon the spacing they used; how they are attracting beneficial insects; and the like. Have class discuss ideas from these gardens that could be relevant and useful in home gardens as well.</p> 	<b>PLS.5</b> Students develop the ability to make informed and responsible decisions.	After each garden bed presentation, have entire class brainstorm dishes students could make, and discuss the nutritional benefits they could gain from the produce in that garden bed.	<p><b>Classroom:</b> Create a table to compare prices of materials from different local retailers.</p>	<p><b>NGSS.6.LS2.A</b> Interdependent Relationships in Ecosystems.</p> <p><b>Social Studies:</b> Economics.</p>	<p><b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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<b>12.</b> Garden Design Challenge, Part 6: Adding Compost	Garden Planning and Maintenance <b>(GPM)</b>	<b>GPM.6.2</b> Demonstrate understanding of compost and/or vermi-culture system.	Explain all of the garden beds created by the various teams will need a regular supply of nutrients. Ask students to explain how they can get this from compost. Have students discuss and determine together what type of compost system to create for the garden beds they designed. Then have them elaborate, building the compost system together and making a plan for incorporating finished compost regularly into the new beds. If you already have active compost systems in your garden, students can add a new system or simply make improvements upon an existing system. You can find more information with references on composting in <u>Getting Started— Garden Best Practices</u>	<b>PLS.4</b> Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	In the garden, have students explain and/or make visual representations to post near the compost systems showing the cycle of nutrients from food into compost, from compost into soil, from soil into plants, and from plants into our bodies.	<b>Cafeteria:</b> Collect plant-based food scraps from the cafeteria to start the compost system.	<b>CCSS.ELA-LITERACY.SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  <b>VA:Cr3.1.6a</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	<b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



## GRADE 6 | SPRING


Each activity described below should be designed to last approximately 45 minutes.


Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Compost Caretakers	Garden Planning and Maintenance (GPM)	<b>GPM.6.2</b> Demonstrate understanding of compost and/or vermi-culture system.	Explain to students how to work together to maintain compost systems. Depending on what you have in your garden this might include: flipping an existing compost pile (built in <b>Grade 2 Lesson #3: Building Compost</b> and/or <b>Grade 6 Lesson #12: Garden Design Challenge Part 6: Adding Compost</b> ), adding and covering food scraps in a compost pile or worm bin (built in <b>Grade 4 Lesson #8: Building a Worm Bin</b> ), or <u>building a new compost bin</u> . Have students elaborate, working together to take care of the compost systems.	<b>PLS.3</b> Students cultivate honest and responsible behaviors that contribute to the learning of the community.	Use food scraps from the kitchen in compost systems in the garden.	<b>Classroom:</b> Create a “how to compost” guide for the school community. This could be a pamphlet, a video, a sign, or something else, but it must include the fundamentals of why and how we compost.	<b>NGSS.6.LS2.A</b> Interdependent Relationships in Ecosystems.  <b>CCSS.ELA-LITERACY.SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

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<b>14.</b> Soil Samples	Soil (S)	<b>S.6.1</b> Identify soil compositions.	Have students bring soil samples from their homes or neighborhoods. Explain and demonstrate how to use <u>soil shake jars</u> and soil test kits to identify soil composition and soil health. Have students elaborate, using shake jars to learn about soil composition. NOTE: In areas where lead in soils may be an issue, bring in safe soil for students rather than having them collect it. 	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.	In <b>Kitchen Lesson #14: Breakfast Business</b> have students plan and then, in <b>Kitchen Lesson #16: Breakfast Business Implementation</b> , have them prepare seasonal breakfast dishes. As they sell and enjoy these dishes, have them acknowledge the connection between healthy soil, healthy crops and the food they are seeing/ enjoying.	<b>Community:</b> Compare the variety of soil samples to soil samples from local organic farmers that have been building their soil composition and health for years.	<b>NGSS.LS2.B:</b> Cycle of Matter and Energy Transfer in Ecosystems.  <b>CCSS.MATH. CONTENT.6.RP.A.3</b> Use ratio and rate reasoning to solve real-world problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	

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<b>15.</b> Preparing a Bed for Planting	Soil (S)	<p><b>S.6.2</b> Understand how to assess and mitigate soil.</p> <p><b>S.6.3</b> Build a balanced soil medium.</p> <p><b>GTE.6.1-4</b> Garden Tools and Equipment</p>	Explain strategies for improving soil quality for gardening, and have students review why this is important. Then demonstrate safe and proper use of a stirrup hoe for weeding, a four-tined cultivator and digging fork for turning soil and adding in amendments, and a rake for evening out the soil surface. Give each team of up to 8 students a plot of land not yet ready for gardening and have them use the new tools, in addition to their familiar tools, to amend and prepare the soil for planting seeds (in <b>Lesson #16: Teaching Each Other How to Plant Seeds</b> ).	<b>PLS.1</b> Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.	As you prepare the bed, focus students' attention on the crops they'll be planting there, and the dishes they'll be able to create with those crops.	<b>Classroom:</b> Research primitive tools and tools from around the world for weeding, cultivating, raking, etc. Describe them using knowledge of simple machines and natural resources.	<b>NGSS.6.LS2.B</b> Cycle of Matter and Energy Transfer in Ecosystems.	

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<b>16.</b> Teaching Each Other How to Plant Seeds 	Plants (P)	<b>P.6.1</b> Interpret directions on seed packets.	Engage students by providing each team of up to 8 (same teams as in <b>Lesson #15: Preparing a Bed for Planting</b> ) seed packets for a seasonal plant. Make sure the plant can be sown directly from seed, such as beans, carrots, beets, or sunflowers. Have each team explore their packets preparing to explain to the other students in the class how to plant them into the bed they prepared in <b>Lesson #15: Preparing a Bed for Planting</b> . Then rotate through the planting areas. At each bed or area, have representatives from one team demonstrate how to plant the seeds, and then have students work together to plant them before moving on to the next bed. Have students note on the classwide calendar together what was planted on today's date. 	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.	Plant crops that will be useful in the fall of Grade 7, such as herbs, to include in <b>Grade 7 Kitchen Lesson #2: Making Preserves</b> .	<b>Community:</b> Organize a garden workday at another community garden or at another school garden to teach a group of volunteers (or students) to plant in the same way.	<b>NGSS.6.LS2.A</b> Interdependent Relationships in Ecosystems.  <b>CCSS.ELA-LITERACY.SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

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17. Seasonal Patterns in the Garden	Weather and Seasons, Climate and Geography (WSCG)	<p><b>WSCG.6.2</b> Compare and contrast your climate and a climate in a different geographic location in terms of growing food.</p> <p><b>WSCG.6.3</b> Describe the impact of seasonal weather patterns on edible gardens.</p>	<p>Refer back to classwide garden calendar created in the fall. Engage students, having them match each crop to its edible plant part(s) (i.e. carrot=root). Have students explore, looking for patterns of what is planted and harvested in each season. Explain how these patterns influence farmers, chefs, and consumers. Then assign each student team a region of the world. Have them elaborate on this idea, researching the climate and seasonal growing options there and present to their classmates on how this region differs from their own region.</p> 	<b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	As part of this project, have student teams research traditional dishes from the region they are assigned.	<b>Community:</b> Interview local chefs on how the patterns of what is planted and harvested influence them throughout the year.	<p><b>Social Studies:</b> Geography.</p> <p><b>CCSS.ELA-LITERACY.RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	

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<b>18.</b> Connect- ing Climate to Crops to Traditional Foods Around the World	Garden and Food Systems (GFS)	<b>GFS.6.3</b> Compare and contrast your geographic location to various locations around the world and understand how seasonality influences foods in other cultures.	Have students share the regions of the world they researched in <b>Lesson #17: Seasonal Patterns in the Garden</b> . Then have students research and add traditional dishes from that region to the map and discuss the connection between traditional dishes, available crops, and geography and climate (for example, sushi being a traditional dish in Japan which is surrounded on all sides by oceans and has a good climate and geography for growing rice). 	<b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	Make sure students are researching regions that they will be representing with dishes in <b>Kitchen Lesson #18: Cook for the Feast Around the World</b> .	<b>Community:</b> Interview members of the community that have moved to the region from another place. Discuss the dishes and ideas they brought with them to their new geography, climate, and crops.	<b>Social Studies:</b> Geography.  <b>CCSS.ELA- LITERACY.RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	