

GRADE 5 | *Kitchen*



SCOPE & SEQUENCE



GRADE 5 STANDARDS



At the end of Grade 5, students will be able to:


- Assign flavors, textures, and techniques to various cultural traditions.
- Understand basic principles of keeping foods at correct hot, holding, and cold temperatures.
- Demonstrate knowledge of proper tool use with supervision.
- Use more advanced kitchen tools and equipment.
- Demonstrate knowledge of food preservation techniques.
- Demonstrate knowledge of and perform simple recipes.
- Demonstrate understanding of the relationship between gardening, healthy food choices, and wellness.
- Interpret and utilize nutrition fact labels and food labels.
- Demonstrate knowledge of basic home economic principles for sourcing food items.
- Demonstrate understanding of food cost and food waste in the kitchen.


GRADE 5 | FALL




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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
1. Welcome to the Kitchen!	Personal and Community Life Skills (PLS and CLS)		Cooking Concept Lesson: Engage students by having them share their names and something they like to cook. Review kitchen agreements established in Grade 4 Lesson #1: Welcome to the Kitchen! together. Review Personal and Community Life Skills. Then have students elaborate, practicing these agreements as they create and decorate a kitchen journal that they will use throughout the year to document cooking projects and activities. Journaling is a great activity for students to do at home, in the classroom, or while a dish is cooking.	PLS.1-6 CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Look for similarities and differences between garden and kitchen agreements.	Classroom: Create and decorate a poster representing kitchen agreements.	CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	

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2. Summer Pudding 	Recipe Concepts (RC) Health Concepts (HC) Kitchen Tools and Equipment (KTE)	RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. HC.5.1 Summarize seed to plate process KTE.5.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate how to use a bread knife safely and properly. Then have students prepare bread and berries for Summer Pudding, <i>There's a Chef in My World!</i> While pudding is setting in refrigerator, demonstrate how to use the electric mixer and then have students prepare whipped cream. Enjoy together the next day. When they finish, or for homework, have students trace the journey of the berries from farm to kitchen. Also have them record "Cook's Notes" on this recipe in their kitchen journals. 	PLS.1 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.	Use berries and lemon from the garden. Garnish with edible flowers growing in the garden. Bring compost out to the garden.	Community: Work with community members to develop variations of the Summer Pudding recipe.	Social Studies: Cultural Traditions.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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3. Knife Cuts	Recipe Concepts (RC) Kitchen Tools and Equipment (KTE)	RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. KTE.5.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate how to cut a zucchini in half long-ways using a small chef's knife. Hand out knives and have students practice on a zucchini of their own. Then have them put the flat surface of the zucchini down, and demonstrate each of the following knife cuts, giving students time to practice on a fraction of zucchini afterwards: cube, rough chop, fine chop, dice, and slice. Discuss when each cut might be important.  Caution	PLS.1 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.	Use zucchini from the garden. Bring compost out to the garden.	Cafeteria: Invite your food service director to discuss and demonstrate knife safety.	NGSS Crosscutting Concept: Structure and Function	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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4. Oven-Roasted Veggies	Recipe Concepts (RC)	<p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>KTE.5.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review how to slice and chop safely and properly with a small chef's knife. Review the nutritional benefits of the vegetable food group. Then have students work together to prepare Oven-Roasted Veggies, <i>There's a Chef in My Family!</i> While the veggies are roasting, or for homework, have students record some "Cook's Notes" on this recipe in their kitchen journals.</p> 	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	<p>Use potatoes, carrots, onion, squash, or zucchini and red bell pepper from the garden. Add in other produce growing in the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.</p>	<p>Cafeteria: Interview cafeteria staff on how the technique of roasting can be applied in other ways.</p>	<p>CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>


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<p>5. Fiesta Quesadillas with Simple Salsa and Holy Moly Guacamole</p>  	<p>Recipe Concepts (RC)</p> <p>Health Concepts (HC)</p>	<p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>HC.5.3. Describe the benefits of a nutrient rich diet.</p> <p>KTE.5.1-4. Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review safe use of knives then have students chop fresh garden vegetables such as onion, chard, or zucchini to add to quesadillas. Sauté the veggies and cook quesadillas for students. While you or another adult is cooking the quesadillas, have 1 group of students prepare salsa and the other group prepare guacamole. Then enjoy Fiesta Quesadillas with Simple Salsa and Holy Moly Guacamole, <i>There's a Chef in My Soup!</i> together. When they finish, or for homework, have students record "Cook's Notes" on this recipe in their kitchen journals.</p> 	<p>PLS.1 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.</p>	<p>Incorporate fresh vegetables such as onion, chard, and zucchini from the garden. If available, add additional vegetables to the quesadillas. Add avocados, tomatoes, garlic, onions, bell peppers, and limes for the salsa and guacamole. Garnish with cilantro on the side if you have it growing. Bring your food scraps out to the compost.</p>	<p>BAM! Box: Challenge students to make quesadillas for their family at home and share the recipe they created or any photos they take with the class.</p>	<p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>



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6. Apple-of-My-Eye Crisp	Recipe Concepts (RC) Health Concepts (HC)	RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. HC.5.1 Summarize seed to plate process KTE.5.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate how to use a pastry blender (or 2 forks) safely and properly. Then have students prepare crust for Apple-of-My-Eye Crisp, There's a Chef in My Soup! Review tool safety, and then have students prepare filling. Enjoy together. When they finish or for homework, have students describe the journey of an apple from seed to crisp.	CLS.2 Students cooperate and communicate well with each other.	Use apples from the garden. Add in other fruit growing in the garden. Bring compost out to the garden.	Community: Create videos of community members demonstrating their recipes and techniques for pie making.	CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

GRADE 5 | 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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Discovering Proteins	Health Concepts (HC)	HC.5.4 Identify where proteins are sourced locally.	Cooking Concept Lesson: Engage students in a brainstorm of activities they like to do that require strong muscles (like sports). Explain that muscles and other parts of the body need protein to grow. Have students read <u>Proteins Lesson for Kids: Definitions and Facts</u> . Trace a student volunteer on butcher paper, and work with students to color in the parts of the body that are made of proteins. Around the body, have students write the names of activities they like to do that require muscles and, therefore, require protein. Title the poster “Why We Need Protein.”	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	In Grade 4 Garden Lesson #17: Planting Beans these students planted beans that should now be fully grown, dried, and ready to explore.	Community: Take a field trip to a local plant-based protein farm and/or invite in a local plant-based protein farmer for a guest presentation with Q and A.	CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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8. Miso Soup	Health Concepts (HC)	<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>Cooking Concept Lesson: Review which foods have protein based on the reading students did in Lesson #7: Discovering Proteins. Engage students by having them talk about dishes they have prepared and/or eaten that contain proteins. Write the various protein sources on the board or a piece of chart paper. Add key proteins students do not mention, making sure to include beans. Explain beans are a plant-based protein, in the same food group as meats. Discuss how proteins help our bodies, and describe the benefits of proteins. Then prepare and enjoy Miso Soup with Vegetable Stock, Emerils.com, together and explain that tofu and miso both come from soy beans. When they finish, or for homework, have students record “Cook’s Notes” on this recipe in their kitchen journals.</p> 	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	Discuss where the water in the soup came from, and draw a connection between our need for water and plant needs for water.	Cafeteria: Look at the upcoming cafeteria menu to identify when beans will be served. Create promotional materials for those dates to inform students of the health, environmental, and economic benefits of eating plant-based proteins.	NGSS.5.LS2.B Cycles of Matter and Energy Transfer in Ecosystems	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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<p>9. Layered Black Bean Chili Dip</p> 	<p>Food Preparation (FP)</p> <p>Health Concepts (HC)</p>	<p>FP.5.1 Demonstrate understanding of how to handle, prepare, and process proteins using a variety of cultural traditions.</p> <p>HC.5.2 Define and describe what a protein is.</p> <p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>KTE.5.2-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review concept of beans being a plant-based protein source. Have students make Layered Black Bean Chili Dip, <i>Emerils.com</i>. As you enjoy, discuss food groups represented in the dip, defining and describing plant-based proteins. When they finish, or for homework, have students record “Cook’s Notes” on this recipe in their journals.</p> 	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Use beans, tomatoes and cilantro from the garden. As you enjoy, trace ingredients back to their source, the soil. As you enjoy, give thanks to the rocks, and acknowledge the elements that broke them down into soil over time. Bring out compost to the garden.</p>	<p>Community: Look at menus from local restaurants to explore different uses of beans.</p>	<p>NGSS.5.LS2.B Cycles of Matter and Energy Transfer in Ecosystems.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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10. Cooking Beans	Food Preparation (FP) Health Concepts (HC)	<p>FP.5.1 Demonstrate understanding of how to handle, prepare, and process proteins using a variety of cultural traditions.</p> <p>HC.5.3 Describe the benefits of a nutrient rich diet.</p> <p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>KTE.5.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Demonstrate how to cook red, black and cannellini beans for Beans Galore Salad, <i>There's a Chef in My Family!</i> While beans are cooking, have different groups research and then share out on different cultural uses of beans, such as miso (Japanese); refried beans (Mexican); and/or hummus (Mediterranean), and the health, economic and/or environmental benefits of plant-based diets. Once cooked, refrigerate or freeze beans for use in Lesson #11: Beans Galore Salad.</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	Use beans planted by students in Grade 4 Garden Lesson #17: Planting Beans.	<p>Classroom: Research the history of beans throughout the world using books like <i>How Carrots Won the Trojan War</i> by Rebecca Rupp.</p>	<p>Social Studies: Geography.</p> <p>Social Studies: Cultural Traditions.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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<p>11. Beans Galore Salad</p> 	<p>Food Preparation (FP)</p> <p>Health Concepts (HC)</p>	<p>FP.5.1 Demonstrate an understanding of how to handle, prepare, and process plant-based proteins using a variety of cultural traditions.</p> <p>HC.5.4. Identify where proteins are sourced locally.</p> <p>RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.</p> <p>KTE.5.2-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review tool safety. Then use beans students cooked to prepare Beans Galore Salad, <i>There's a Chef in My Family!</i> Use a map to identify where beans are sourced locally. When they finish, or for homework, have students record "Cook's Notes" on this recipe in their kitchen journals.</p> 	<p>PLS.1 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.</p>	<p>Use beans, onions, and garlic and from the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.</p>	<p>Community: Create a cooking show style video showing the steps to make the Beans Galore Salad.</p>	<p>CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>


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12. Student Plays	Health Concepts (HC)	HC.5.1 Summarize seed to plate process.	Cooking Concept Lesson: Have students elaborate on kitchen and garden learning to date by having them write short plays summarizing the process from growing to preparing to eating something this year. Evaluate their understanding of this process as they perform plays for a live audience (such as a younger class).	CLS.2 Students cooperate and communicate well with each other. PLS.6 Students actively seek creative and resourceful solutions.	Perform the plays in the garden. Use real props from the garden, such as plants and tools.	Community: Invite community partners to come see the performances and learn more about the garden and kitchen program.	CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.


GRADE 5 | 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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Designing Vegetarian and Vegan Meals	Food Preparation (FP) Health Concepts (HC)	FP.5.2 Design and/or create complete protein meals using a variety of cultural traditions. HC.5.3. Describe the benefits of a nutrient rich diet.	Cooking Concept Lesson: Have students explore MyPlate or another food grouping resource. Explain or review the food groups and the desired ratio for a balanced meal. Define “complete protein.” Divide students into teams. Then have students elaborate, challenging teams to create cost-conscious, complete protein meals, each reflecting a different cultural tradition. Have them draw their meal on a paper plate and then share out. As each group shares, discuss what food groups are included in each of the group’s dishes.	CLS.1 Students demonstrate problem solving and resolve conflict as a team. CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	As time allows or for homework, challenge students to design a theme garden bed for a nutritionally complete vegan meal.	BAM! Box: Plan and prepare a vegetarian meal or snack for your family.	CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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14. Shopping on a Budget	Home Economics (HE)	<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>	<p>Cooking Concept Lesson: Set up a pretend grocery store with each food product (or picture of a product) labeled with a price. Have students explore, giving them a budget and a challenge to plan a day's worth of meals that will include all of the food groups (grains, protein, fruit, vegetables, and dairy) and work within their budget.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p> <p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	Once students finish the activity, suggest that they can harvest anything from the school garden and add it to their shopping carts for free. Then discuss how having a garden impacted their purchasing power.	BAM! Box: Discuss with caregivers what produce they could use at home. Then grow one thing in the garden for your family. Bring it home to prepare together, and then share out on what your family made with it.	CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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15. Pasta Primavera	Recipe Concepts (RC) Culinary Flavors and Textures (CFT)	RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. CFT.5.1 Describe how other cultures use flavors in their cuisines. KTE.5.1-4 Kitchen Tools and Equipment	Cooking Lesson: Review tool safety. Give students the recipe for Pasta Primavera, <i>There's a Chef in My Family!</i> Have them work together to identify, locate, and gather the equipment and ingredients required, and then prepare the recipe. As they enjoy, explain that "primavera" means spring in Italian. Discuss how this recipe could be modified in different seasons to incorporate seasonal produce. When they finish, or for homework, have students record "Cook's Notes" on this recipe in their kitchen journals. 	CLS.1 Students demonstrate problem solving and resolve conflict as a team. CLS.2 Students cooperate and communicate well with each other.	Use carrots, asparagus, onion, garlic, zucchini, squash, tomatoes, and peas from the garden. Add in other produce growing in the garden. Bring compost out to the garden.	Community: Explore local restaurants for pasta dishes, noting the variety of ingredients and sauces.	CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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16. Researching India	Culinary Flavors and Textures (CFT)	CFT.5.2 Explain food traditions of other cultures using sensory language to describe flavor and ingredients. CFT.5.1 Describe how other cultures use flavors in their cuisines.	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore India by locating it on a map, and researching different aspects of life in India, such as celebrations, customs, and the like. Have them elaborate, preparing to present on their country in the Feast Around the World.	CLS.2 Students cooperate and communicate well with each other.	If relevant, visit the Herbs of the World Bed planted in Grade 2 Lesson #13: Planting Herbs of the World to harvest and add any common herbs or spices from India.	Community: Ask students if they have family members from India or other countries in the Indian subcontinent. If so, invite them in to share a favorite recipe from the region.	Social Studies: Geography. Social Studies: Diversity and Culture. CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
17. Garam Masala	Recipe Concepts (RC) Culinary Flavors and Textures (CFT)	RC.5.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment. CFT.5.1 Describe how other cultures use flavors in their cuisines. KTE.5.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate safe and proper use of a spice grinder. Then have students prepare Garam Masala, Emerils.com . Store for use in Lesson #18: Vegetable Curry . When they finish, or for homework, have students record “Cook’s Notes” on this recipe in their kitchen journals. 	PLS.1 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.	Discuss which part of the plant coriander, cumin, cardamom, and nutmeg are (seeds); what peppercorns are (fruits); what cloves are (flower buds); and what cinnamon is (stem).	Classroom: Read <i>Foods of India</i> by Christine VeLure Roholt.	Social Studies: Diversity and Culture.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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18. Vegetable Curry	Culinary Flavors and Textures (CFT)	<p>CFT.5.2 Explain food traditions of other cultures using sensory language to describe flavor and ingredients.</p> <p>CFT.5.1 Describe how other cultures use flavors in their cuisines.</p>	<p>Cooking Lesson: Harvest assorted vegetables together with students (see recipe for ideas). Review tool safety. Then divide tasks amongst teams and have each team contribute something to a collective Vegetable Curry, There's a Chef in My World!, for the Feast Around the World. When they finish, or for homework, have students record "Cook's Notes" on this recipe in their kitchen journals.</p> 	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p> <p>CLS.4. Students appreciate and are respectful of differences and diversity in their communities.</p>	Use onion, ginger, garlic, jalapeño pepper, potatoes, and other assorted vegetables from the garden. Bring compost out to the garden.	Community: Ask students if they have family members from India or the Indian subcontinent and, if so, invite them in to share a favorite recipe from the region.	<p>Social Studies: Geography.</p> <p>Social Studies: Diversity and Culture.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Elementary School Feast Around the World!