

GRADE 6 | *Kitchen*



SCOPE & SEQUENCE




GRADE 6 STANDARDS


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

- Demonstrate knowledge of culinary flavors and textures to identify ingredients.
- Demonstrate mastery of basic cooking methods and recipe preparations.
- Demonstrate ability to increase and decrease recipe portions.
- Demonstrate understanding of nutrition facts on food labels to make informed choices about healthy eating.
- Demonstrate understanding of food traditions and culture.
- Demonstrate knowledge of whole food versus processed food.
- Demonstrate the ability to plan and stage a thematic classroom event.

GRADE 6 | 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! 	Culinary Flavors and Textures (CFT)	<p>CFT.6.2 Understand the relationship between smell and taste in culinary practices.</p> <p>FP.6.1 Demonstrate knowledge of safe food handling practices.</p>	<p>Cooking Concept Lesson: Explore with students ideas about how each individual can contribute to the kitchen space and the learning of every student. Then, explain that you will work together to develop kitchen agreements. Review Personal and Community Life Skills and safe food handling practices. Then elaborate, practicing these skills and agreements together as you play a <u>blind taste test game</u> in pairs. Gather as a class to discuss the important role of smell in helping taste food. Then, review the Personal and Community Life Skills that students demonstrated throughout the activity.</p>	<p>PLS.1-6</p> <p>CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.</p>	For the smelling and tasting activity, use aromatic herbs or produce from the garden. Bring compost out to the garden.	<p>Classroom: Write a poem about a dish, describing it using all of your senses; then reveal the name and origin of the dish in the end.</p>	<p>NGSS.MS.LS.D. Information Processing.</p> <p>CCSS.ELA-LITERACY.SL.6.1 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.</p>	

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<p>2. Squash and Zucchini Casserole</p> 	<p>Recipe Concepts (RC)</p>	<p>RC.6.1 Understand the importance of and how to measure various food, storage and cooking temperatures</p> <p>CFT.6.1 Utilize taste sensations: sweet sour, bitter, and salty in a series of breakfast items for the class.</p> <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>KTE.6.1-4 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Introduce the Summer Squash and Zucchini Casserole, Emerils.com, recipe. Review knife cuts students learned in Grade 5 Lesson #3: Knife Cuts. Have students practice by cutting squash and zucchini. Demonstrate how to sauté; then have students sauté vegetables. Have students prepare the casserole. Place in the oven, and explain the role of thermometers in the kitchen: to test temperatures of both ovens and dishes to cook things well. Demonstrate how to use a thermometer to check the temperature of the oven. While casserole bakes, have students practice using thermometers. They can measure temperatures in the freezer and refrigerator and compare to room temperature. Remove casserole from the oven, and demonstrate how to check the internal temperature before and after letting it rest. Explain that eggs have to be cooked to 160 degrees F in order to ensure that they are free of bacteria and safe to eat. When the casserole is ready, enjoy together and discuss the taste sensations experienced (salty egg mixture, sweet onions, possibly bitter if you added bitter greens, etc.).</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 squash, zucchini, and onion from the garden. Add in other summer squash, sun-dried tomatoes, or herbs from the garden. Bring compost out to the garden.</p>	<p>Community: Research organizations in your community that collect frozen meals to distribute to community members in need and donate a casserole.</p>	<p>NGSS Science and Engineering Practice: Analyzing and Interpreting Data.</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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3. Proteins	Health Concepts (HC)	<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>Cooking Concept Lesson: Have students prepare questions in advance to interview a local farmer/rancher. If possible, take a field trip to explore a local meat, egg or dairy farm and/or invite a local rancher to your class. Explain the various sources of protein and how and why to eat protein.</p>	<p>PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.</p>	<p>During this lesson, look around the garden for sources of protein. These might be eggs (if you have chickens), beans, or nuts. If you don't have any, discuss how you might add protein to your garden.</p>	<p>Classroom: Write a letter to the farmer thanking them for their time and expressing all that was learned.</p>	<p>CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

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4. Ka-Bam Kabobs	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>RC.6.1 Understand the importance of and how to measure various food, storage and cooking temperatures.</p> <p>RC.6.3 Read and follow a recipe inferring whether it can be modified.</p> <p>KTE.6.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Pre-marinate the meat for Ka-Bam Kabobs, <i>There's a Chef in My Soup!</i> If possible, incorporate meat raised by the rancher in Lesson #3: Proteins. Review safe use of the oven and have students preheat their ovens. Have them line a baking sheet with aluminum foil. Explain that raw meat can contain pathogens and therefore it is critical to follow safe protocols such as using a separate cutting board for meat; washing hands thoroughly before and after handling raw meat; and cooking meat to the correct temperature before eating. Demonstrate how to handle raw meat safely, review knife safety, and demonstrate skewer safety. Then have students chop vegetables and prepare kabobs. Have students scale up the recipe by adding more vegetables. Demonstrate how to place something in an oven safely, and then have students place kabobs in the oven. While the kabobs are cooking, have students wash hands well, and then demonstrate safe and proper use of hot pads to remove items from the oven. Have students remove kabobs. Review how to use a thermometer to check the internal temperature of meat. Have students check and remove their kabobs when the thickest part of the meat is at least <u>145 degrees F.</u> Enjoy together.</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>	Use vegetables from the garden. Add in other produce growing in the garden. Bring compost out to the garden.	<p>Community: Create a recipe for kabobs that you would like to create for your family at home.</p>	<p>NGSS.MS.PS3.B Conservation of Energy and Energy Transfer.</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. One Stop Breakfast Casserole</p> 	<p>Food Preparation (FP)</p>	<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>HC.6.5 Understand how to create complete protein dishes with vegan, vegetarian, and/or animal proteins.</p> <p>KTE.6.1-4 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Pre-make a, One Stop Breakfast Casserole, Emerils.com. Begin baking 1 hour and 20 minutes before you plan to serve. With students, review bread knife safety, and then have students slice bread and prepare egg mixture while you cook sausage and shallots. Add in available garden vegetables. Discuss the importance of adding vegetables to make this a balanced meal, and then discuss the key nutrients found in each vegetable they added. Then have students layer the bread and sausage, pour over egg mixture, and cover. Reserve the casserole for the next class, and remove the pre-prepared, cooking casserole from the oven to serve. As students enjoy, have them share out which food groups are in this meal and why each is important to their health.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Add chard, spinach, or other leafy greens growing in the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.</p>	<p>Community: Interview community members about their favorite breakfast dishes.</p>	<p>CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</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>6. Grilled Fish Tacos with a Roasted Chile and Avocado Salsa</p> 	<p>Food Preparation (FP)</p>	<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>KTE.6.1-4 Kitchen Tools and Equipment..</p>	<p>Cooking Lesson: Introduce the Grilled Fish Tacos with a Roasted Chile and Avocado Salsa, Emerils.com, recipe. Have students wrap stacks of 5 tortillas and warm in oven. Have them prepare the salsa. Next demonstrate safe use of the grill or grill pan, prepare the fish for the grill, and then add to the grill. While it's cooking, demonstrate how to set a timer, assess flakiness, and flip when ready. Once fish is cooked, have students remove tortillas and assemble tacos to enjoy immediately. While eating, discuss where this dish falls on the whole food to highly processed food continuum and why (it is minimally processed). Then discuss the food groups represented in the tacos (tortilla: grains, fish: protein, salsa: vegetables), and discuss how to make this a more balanced meal (i.e. adding a salad for more vegetables, adding cheese for dairy, etc).</p>	<p>PLS.4 Students are active and engaged learners who show up on time, prepared to learn and participate, and able to manage their time.</p>	<p>Add sliced cabbage, tomatoes, or other produce growing in the garden. Garnish with cilantro growing in the garden. Bring compost out to the garden.</p> <p>In Garden Lesson #8: Garden Design Challenge, Part 2: Planting a Garden Bed, show students fish emulsion, explain its function, and demonstrate how to apply it as an organic fertilizer in the garden.</p>	<p>Classroom: Have students research the history, cultural, and traditional significance of tacos.</p>		<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>


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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Breakfast Party Planning, Part 1	Menu Development (MD)	<p>MD.6.1 Research and plan a menu using world culture theme.</p> <p>HC.6.1 Describe the health benefits of eating seasonal foods.</p> <p>HC.6.2 Identify ingredients by name.</p>	<p>Cooking Concept Lesson: Explain the health benefits of eating seasonal foods. Then go out to the garden and have students look for foods that are ready to harvest. Have students list them. If there is nothing in the winter, go to the pantry and look for preserved foods and/or storage crops that were recently grown in the school garden. Use these as a jumping off point to have students elaborate, researching breakfast recipes at <i>Emerils.com</i> that might be suitable for an international Breakfast Party in the Afternoon that occurs in Lesson #11: Breakfast Party Preparation.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p>	<p>Start this lesson in the garden to encourage the produce that's in abundance to drive recipe selection. If nothing is in season in the winter, do the same in the pantry to identify preserved foods and storage crops from the fall harvest.</p>	<p>Classroom: Use a flashlight and a globe in a dark room to model the cause of the seasons.</p>	<p>NGSS.MS.ESS2.D Weather and Climate.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>

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8. Breakfast Party Planning, Part 2	Menu Development (MD)	MD.6.1 Research and plan a menu using world culture theme.	Cooking Concept Lesson: Assign student teams different regions to represent for their breakfast items. Have them continue exploring, researching possible recipes for the Breakfast Party. Gather and have each team suggest a few breakfast recipe options that represent their assigned region or culture. Explain and discuss how family and culture influence eating and other health-related behaviors.	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	As students research breakfast options from other regions, have them note produce we have in common, and produce that grows elsewhere but not locally.	BAM! Box: Have students plan with their families or community members a breakfast item that they will bring from home to add to the Breakfast Party in the Afternoon.	Social Studies: Geography, Cultural Traditions, Diversity and Community.	National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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9. Breakfast Party Planning, Part 3	Menu Development (MD)	<p>MD.6.2 Create recipes to scale.</p> <p>HE.6.2 Demonstrate knowledge of planning and cooking healthy meals on a budget.</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>Cooking Concept Lesson: Provide student teams with a grocery budget. Explain that they can use anything in the garden (i.e. produce that's ready to harvest) or kitchen (i.e. preserved foods, oils, spices, etc),and that they have a specified budget to purchase groceries. Have the teams work together to elaborate, selecting a recipe from their research they can scale up to serve the entire class plus their families. Then have them visit a local grocery store or use an online grocery tool to price out the ingredients to determine if they can prepare it within their budget. Continue until everyone has a recipe that will work.</p>	<p>PLS.6 Students actively seek creative and resourceful solutions.</p>	Have students start with a walk through the garden to remind themselves of what's available to harvest. If nothing is in season in the winter, do the same through the pantry to find storage crops and preserved foods from the fall harvest.	<p>Community: With your family, assess what is available in the kitchen, set a grocery store budget, and go shopping to complete meals under budget.</p>	<p>CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>


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<p>10. Home-made Yogurt</p> 	<p>Health Concepts (HC)</p> <p>Food Preparation (FP)</p>	<p>HC.6.4 Identify where products from different food groups are sourced locally.</p> <p>HC.6.6 Demonstrate knowledge of whole foods, minimally processed foods and processed foods.</p> <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>KTE.6.1-4 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Discuss the role of dairy in a healthy diet and identify where dairy is sourced locally. Discuss the unique role of yogurt in promoting healthy digestion by increasing beneficial bacteria. Review stove safety. Demonstrate how to use a candy thermometer. Guide students in making Homemade Yogurt, Emerils.com. As it's heating, recall with students other dairy products they have had in various dishes from diverse cultures. When it's time to enjoy the yogurt (1-4 days later, ideally at your Breakfast Party), have students sweeten to taste and mix with berries. Look together at food labels for a variety of store-bought yogurts (including sweetened flavors) to compare.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p>	<p>Use berries (possibly some frozen in fall) from the garden. As you enjoy, trace ingredients back to their source.</p>	<p>Classroom: Have students read about and discuss the chemical processes involved in making yogurt, using a resource such as <u>Semisolid Science: Growing Yogurt from Scientific American</u>.</p>	<p>NGSS.MS.PS1.B. Chemical Reactions Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2), (MS-PS1-3), (MS-PS1-5).</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>

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11. Breakfast Party Preparation	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>CFT.6.1 Utilize taste sensations: sweet sour, bitter, and salty in a series of breakfast items for the class.</p> <p>HC.6.2 Identify ingredients by name.</p> <p>MD.6.3 Harvest, cook and serve food.</p> <p>KTE.6.1-4 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: It's Breakfast Party Day! Have students cook the recipe they selected and properly set a table from which they'll serve and enjoy their meal. If necessary, store items appropriately to be served later in the day.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Use produce from the garden. Decorate with flowers from the garden. Bring compost out to the garden.	<p>Community: Interview community members about how food is a part of different celebrations in their culture.</p>	<p>CCSS.ELA-LITERACY.SL.6.1 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.</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. Nutrients	Health Concepts (HC)	HC.6.3 Describe how the body uses nutrients from food to function.	Cooking Concept Lesson: Engage students in a discussion of how exactly they think our bodies get nutrients from food. Then have them read a description of that process, such as <u>Your Digestive System from Discovery Kids</u> . Ask them to elaborate on their learning by creating comic strips depicting this process from the perspective of a particular food they have prepared in the kitchen this year.	PLS.5 Students develop the ability to make informed and responsible decisions.	During this kitchen lesson, compare the process of food being digested and releasing nutrients into our bloodstream with the process of food being decomposed and releasing nutrients into the soil in a compost system.	Cafeteria: Have students create labels for various cafeteria offerings (such as at a salad bar) indicating the nutrient content of each food. Have them include how that nutrient supports overall health (i.e. High in Vitamin A, Good for Eyesight).	NGSS MS.LS1.C: Organization for Matter and Energy Flow in Organisms Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Lemon Poppy Seed Muffins with Raspberry Butter 	Health Concepts (HC)	HC.6.3 Describe how the body uses nutrients from food to function. HC.6.6 Demonstrate knowledge of whole foods versus minimally processed foods.	Cooking Lesson: Provide each team with the recipe for Lemon Poppy Seed Muffins with Raspberry Butter, Emerils.com . Have them work together to locate the ingredients and equipment necessary and to prepare their muffins. As you enjoy together, discuss the ingredients used. Compare with ingredients from a highly processed, store-bought muffin. Show students how to research nutrients in a particular ingredient. Have them research ingredients used in both types of muffins and discuss the nutrients present in each, along with what provides more healthy nutrients to the body. NOTE: If you type the name of any fruit or vegetable into Google, you get a Nutrition Facts label indicating levels of nutrients such as Vitamin A or Protein in a serving.	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	Use lemons and raspberries from the garden. Bring compost out to the garden.	Community: Visit a local bakery to explore the variety of muffins available.	CCSS.MATH. CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems	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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14. Breakfast Business	Home Economics (HE)	HE.6.1 Compare and contrast economics of cooking from single ingredients at home, foods grown in the garden, and purchasing ready-made foods.	Cooking Concept Lesson: Explain to students how to make a plan for a muffin or other breakfast item-based business. Ideally, this can be a real business run by the Grade 6 class, such as selling muffins weekly to interested school staff. Have student teams discuss, exploring the pros and cons of various possible business options to pursue.	PLS.6 Students actively seek creative and resourceful solutions.	Incorporate fresh garden produce into the product. If you make a stand, decorate with flowers from the garden. Bring compost out to the garden.	Classroom: Have students use real-world experiences with their breakfast business to write and solve word problems related to business income and expenses.	Social Studies: Economics. CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.	

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15. Breakfast Business Planning	Recipe Concepts (RC)	<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>BP.6.2. Create simple financial plan.</p> <p>BP.6.3. Balance the income and expenses. Plan for shortfall or excess.</p>	<p>Cooking Concept Lesson: Explain to students how to create a simple financial plan for their breakfast business, elaborating upon the skills they developed in planning their Breakfast Party in the Afternoon to project expenses. Have them use this information, together with market price for muffins (or whatever they're making), to determine the price they want to charge for their product. Make signs and flyers announcing the business.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	When budgeting for the breakfast business, have students consider how they can incorporate garden produce to maximize fresh, local produce in their recipes and also bring their costs down.	<p>Community: Present financial plan to a local baker to receive feedback on ideas.</p>	<p>Social Studies: Economics.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.</p>	

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16. Breakfast Business Implementation	Business Planning (BP)	<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>Cooking Lesson: Have students prepare their muffins or other breakfast products together and sell them. Then compare projected budget to actuals and make adjustments for next time.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Incorporate produce from the garden into the breakfast business.	<p>Classroom: Use data and tracking methods throughout business operation for later analysis.</p>	<p>Social Studies: Economics.</p> <p>CCSS.ELA-LITERACY.SL.6.1 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.</p>	

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17. Researching for the Feast Around the World	Business Planning (BP)	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.	Cooking Concept Lesson: In preparation for the Feast Around the World, the Grade 7 class takes the lead on planning the event and assigns the Grade 6 and Grade 8 classes a country or region. Once students have their country, have them explore the country, locating it on a world map and researching different aspects of life in the country, including celebrations, customs, and the like. Have them elaborate, preparing to present on the country in the Feast Around the World. Explain that the Grade 7 class will help them select a realistic and healthy dish to prepare from that country.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	In Garden Lesson #17: Seasonal Patterns in the Garden and Garden Lesson #18: Connecting Climate to Crops to Traditional Foods Around the World, students will be researching the connection between climate and seasonal growing options. In their research for the Feast Around the World, have them focus specifically on climate and seasonal growing options for the region they've been assigned.	Community: Ask students if they have family members from the countries or regions represented in the Feast Around the World. If so, invite them in to share a favorite recipe from the region.	Social Studies: Geography and Culture.	National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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<p>18. Cook for the Feast Around the World</p> 	<p>Business Planning (BP)</p>	<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>KTE.6.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students prepare their dish for the Feast Around the World.</p>	<p>PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.</p>	<p>In Garden Lesson #17: Seasonal Patterns in the Garden and Garden Lesson #18: Connecting Climate to Crops to Traditional Foods Around the World, students will be researching the connection between climate and seasonal growing options. For the dish they prepare, have them focus specifically on climate and seasonality of the ingredients used.</p>	<p>Community: Ask students if they have family members from the countries or regions represented in the Feast Around the World. If so, invite them in to share a favorite recipe from the region.</p> <p>Classroom: Have students journal about their favorite recipe from the Feast Around the World including support of why they chose the dish as their favorite.</p>	<p>Social Studies: Geography 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>
<p><i>Middle School <u>Feast Around the World!</u></i></p>								