

GRADE 7 | *Kitchen*



SCOPE & SEQUENCE



GRADE 7 STANDARDS


At the end of Grade 7, students will be able to:


- Understand and articulate the relationship between the culinary arts and senses.
- Demonstrate increased skill of kitchen tools and equipment.
- Demonstrate the ability to prepare a variety of dishes following more complex recipes.
- Demonstrate knowledge of ingredients and relate seasonality to the availability of ingredients.
- Demonstrate knowledge of various ways other cultures incorporate food groups into their diets.
- Describe the health benefits of seasonal eating.
- Demonstrate understanding of and define a local food system.
- Demonstrate knowledge of all food groups and explain how cooking methods can alter the nutritive value of food.
- Demonstrate knowledge of basic business planning skills for a food related product or concept.

GRADE 7 | 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)	<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>FP.7.1 Demonstrate knowledge of safe food handling practices with increased skill.</p>	<p>Cooking Concept Lesson: Have students share names and explore kitchen agreements together created in Grade 6 Lesson #1: Welcome to the Kitchen. Ask for any suggestions before approving the agreements. Review Personal and Community Life Skills. Then have students elaborate, practicing these skills and agreements together as they walk through the garden to identify what is in abundance. Have them decide together on something they can harvest and preserve. Review safe and proper harvesting and food handling, review why this is important, and then harvest together. Enjoy and then bring the remaining produce into the kitchen together to store for making preserves in Lesson #2: Making Preserves. Have students create a kitchen journal to document cooking projects and activities throughout the year.</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>	As students harvest produce in this kitchen lesson, have them recall the process of growing and caring for it.	Classroom: Work with students to develop a method of measuring the garden's abundance.		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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<p>2. Making Preserves</p> 	<p>Health Concepts (HC)</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.7.6 Read and interpret food labels and terms.</p>	<p>Cooking Lesson: Provide students with a recipe for preserving the produce they harvested in Lesson #1: Welcome to the Kitchen. Review safe and proper use of the stove. Help students prepare the recipe. As the jam or other product is cooking down, have students research nutrients prevalent in this food, how those nutrients support overall health, and how cooking techniques can alter the nutrients in foods. Note: It is ideal to process the jars as described in Lesson #3: Canning Preserves directly after making them.</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 produce from the garden. Deliver compost to the garden. Trace ingredients back to the garden in marketing materials for the preserved product.</p>	<p>Classroom: Research animals that hibernate and how they take advantage of the abundant seasons to last through the winter.</p>	<p>Social Studies: Economics.</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>3. Canning Preserves</p> 	<p>Home Economics (HE)</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>HC.7.4 Demonstrate understanding of how cooking techniques can alter nutrients in food.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review safe and proper use of the stove and safe canning procedures as outlined in the <u>USDA Complete Guide to Home Canning</u>. Help students preserve their jam or other product in jars. As the jars are warming, have students research and make nutrition labels for the preserves, listing the ingredients in order, the nutrients present, and noting how each of those nutrients supports overall health. Also have students discuss and research the economic impact of preserving your own food.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Use produce from the garden. Deliver compost to the garden. Trace ingredients back to the garden in marketing materials for the preserved product.</p>	<p>BAM! Box: Have students bring home a jar of preserves to enjoy with family and/or community in a creative way. Document and share how they enjoyed the preserve (on toast or with cheese, for example). Have them write recipes that use the preserve to be shared with customers.</p>	<p>VA:Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.</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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4. Researching Nutrients	Health Concepts (HC)	HC.7.6 Read and interpret food labels and terms.	Cooking Concept Lesson: Define nutrients as substances that provide nourishment essential for growth and maintenance of life. Assign a nutrient to each pair of students, including all macronutrients (i.e. proteins, carbohydrates, etc.), and some common micro-nutrients, like vitamin A or calcium. Have pairs explore, researching how their nutrient helps the body. Trace a student on butcher paper and then have each pair of students elaborate, sharing out the findings on their nutrient. As they do, have them write the name of that nutrient in a color (say red for calcium) and then draw something on the body to represent how calcium supports the body in overall health (i.e. draw in strong bones in red). Then give pairs food labels, demonstrate how to find information on labels, and have them elaborate on their learning, reading their labels to determine how that food would contribute to overall health.	CLS.2 Students cooperate and communicate well with each other.	In the kitchen, research produce items growing in the garden to determine which nutrients they have.	Cafeteria: Make informational posters on the nutrients to hang in the cafeteria, particularly highlighting any nutrient-dense foods in the lunch line.	NGSS.MS.LS1.C. Organization for Matter and Energy Flow in Organisms.	National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.



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<p>5. Seared Pork Chops with Hoisin BBQ Sauce and Pineapple Asian Slaw</p> 	Culinary Flavors and Textures (CFT)	<p>CFT.7.1 Utilize taste sensations: sweet, sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>FP.7.2 Use a variety of cooking techniques.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students follow recipe to prepare Hoisin BBQ Sauce and Slaw for Seared Pork Chops with Hoisin BBQ Sauce and Pineapple Asian Slaw, Emerils.com. Demonstrate how to season pork, heat the skillet, and then cook the pork. Explain that it is important to preheat the skillet when cooking meat in order to minimize sticking and also to precipitate a series of chemical reactions that will help the meat brown and develop flavors. Have students cook pork and assemble the dish. While enjoying, have students describe the food's appearance, smell, texture, and taste. Discuss the flavors of each ingredient, and reflect on the combination. Also have them research the nutrients prevalent in the ingredients they used and discuss how this dish contributes to overall health.</p>	<p>PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.</p>	Use cabbage from the garden. Garnish with herbs and/or edible flowers from the garden. Deliver compost to the garden. Trace ingredients back to the garden.	<p>Community: Interview local chefs about their favorite marinades.</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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6. Fall Quinoa Tabbouleh 	Health Concepts (HC)	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>RC.7.1 Compare and contrast recipes from various world cultures.</p> <p>RC.7.3 Follow a recipe with increased independence and make modifications with the ingredients.</p> <p>CFT.7.1 Utilize taste sensations: sweet, sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Pre-cook quinoa. Show quinoa to students and share its origin (Andean, South America). Discuss the health benefits of quinoa (high in protein). Have students prepare quinoa for recipe. While it's cooking, have students look over the recipe for Fall Quinoa Tabbouleh, Emerils.com, and brainstorm how to modify it to incorporate available, seasonal produce. Review tool safety, and then have students use the pre-cooked quinoa to follow the recipe. Reserve the quinoa they cooked for the next class. As you enjoy, discuss how this recipe combines a South American crop with a Mediterranean recipe. Have students share ideas for how it could be modified to incorporate seasonal produce in the winter or spring. Also have students describe the dish's appearance, smell and taste.</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	<p>Use apples and onions from the garden. Add in other produce from the garden, such as sugar snap peas, corn, or cherry tomatoes. Deliver compost to the garden. As you enjoy, trace ingredients back to the garden.</p>	<p>Community: Create recipe cards for the dish and share with school administration and staff.</p>	<p>Social Studies: Geography, Cultural Traditions, Diversity and Community.</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 7 | 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. Posole 	Food Preparation (FP) Recipe Concepts (RC)	<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>RC.7.1 Compare and contrast recipes from various world cultures.</p> <p>RC.7.3 Follow a recipe with increased independence and make modifications with the ingredients.</p> <p>CFT.7.1 Utilize taste sensations: sweet sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review tool and stove safety. Guide students through making Posole, Emerils.com. Demonstrate searing and other new stovetop techniques as you go, discussing when each is appropriate to use. While soup thickens, have students compare and contrast the preparation of hominy with that of quinoa, highlighting that both are grains. As they enjoy, have them compare hominy with other corn products they eat. Explain that Posole is a traditional Mexican dish that is frequently served on celebratory occasions such as Cinco de Mayo and New Year's Day. As they eat, have students describe the dish's appearance, smell and taste and compare to other recent dishes they've prepared.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Use onions, tomatoes, garlic, cilantro, lettuce, and radish from the garden. Deliver compost to the garden. As you enjoy, trace ingredients back to their source.	<p>Classroom: Video a cooking show style presentation with information about different grains and the demonstration of at least one recipe.</p>	<p>Social Studies: Geography, Cultural Traditions, Diversity and Community.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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
<p>8. Five Grain Salad</p> 	<p>Health Concepts (HC)</p> <p>Food Preparation (FP)</p>	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>FP.7.3 Identify the right cooking technique to complete a task and articulate why it is the correct technique.</p> <p>CFT.7.1 Utilize taste sensations: sweet sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review tool and stove safety. Divide class into 5 teams and give each team one of the following grains to cook and a recipe to prepare: wild rice, amaranth, quinoa, millet, and brown rice. Once all grains are cooked, guide class through preparing Five Grain Salad, Emerils.com. As you enjoy, have students share ideas for how they could modify these dishes to incorporate seasonal produce in the fall or spring. Also have students describe the dish's appearance, smell and taste and compare to other recent dishes they've prepared.</p> 	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments</p>	<p>Use produce from the garden, if available. Challenge teams to modify recipes to incorporate abundant garden produce or preserved foods, if available. Deliver compost to the garden. As you enjoy, trace ingredients back to their source.</p>	<p>Classroom: Research how grains are grown around the world.</p>	<p>NGSS.MS.LS4.D Biodiversity and Humans.</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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9. Creole Rice Salad 	Health Concepts (HC) Recipe Concepts (RC)	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>RC.7.1 Compare and contrast recipes from various world cultures.</p> <p>RC.7.3 Follow a recipe with increased independence and make modifications with the ingredients.</p> <p>CFT.7.1 Utilize taste sensations: sweet sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Pre-cook rice. Review tool and stove safety. Give students recipe and help them prepare Creole Rice Salad, Emerils.com, modifying as they see fit to incorporate available, seasonal produce. As you enjoy, discuss the origin of this dish (Creole), and have students share ideas for how they could modify this dish to incorporate seasonal produce in the fall or spring. Also have students describe the dish's appearance, smell, and taste, and compare to other recent dishes they have prepared.</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	Use produce from the garden, if available. Challenge teams to modify recipes to incorporate abundant garden produce or preserved foods, if available. Deliver compost to the garden. As you enjoy, trace ingredients back to their source.	<p>Classroom: Research other Creole recipes and traditions.</p>	<p>Social Studies: Geography, Cultural Traditions, Diversity and Community.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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
10. Fried Wild Mushroom Salad with Wild Mushroom Dressing	Health Concepts (HC)	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>CFT.7.1 Utilize taste sensations: sweet, sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students look at wild mushrooms and discuss the role of foragers in the food system. Make clear the risk of foraging your own mushrooms and explain how you know where you can get safe mushrooms (from grocery stores or professional, certified foragers). Demonstrate how to fry mushrooms and explain that frying brings out the flavor. Guide students in preparing Fried Wild Mushroom Salad with Wild Mushroom Dressing, Emerils.com.</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>Discuss the role of fungi as decomposers in the garden. Review the important role decomposers play in returning nutrients to the soil and thus into the plants we eat.</p>	<p>Classroom: Have students use field guides to identify various mushrooms that grow locally in the wild. NOTE: Do not allow students to eat mushrooms they or you have collected.</p>	<p>NGSS.MS.LS2.A Interdependent Relationships in Ecosystems.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>

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
11. Vegetable Frittata 	Health Concepts (HC)	<p>HC.7.1 Demonstrate an understanding of how seasonality influences traditional cultural dishes.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p> <p>CFT.7.1 Utilize taste sensations: sweet, sour, bitter, and salty in a series of lunch items for the class.</p> <p>CFT.7.2 Describe the relationship between culinary arts and sight, smell, and taste. Use traditional world cuisines as examples.</p> <p>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Guide students in preparing the recipe Vegetable Frittata, <i>Emerils.com</i>. Highlight that they can use any vegetables they choose. Then challenge each cooking station team to develop its own version featuring local, seasonal produce. When all frittatas are cooked, slice so that each student gets a small slice of each frittata. Have teams present their frittatas, explaining their rationale for the culinary decisions they made. As students taste each one, have them describe the appearance, smell, and taste of each one. Have students record notes in their journals.</p> 	CLS.2 Students cooperate and communicate well with each other.	Use any abundant garden produce, if available. Deliver compost to the garden. As you enjoy, trace ingredients back to their source.	Classroom: Create vegetable frittata recipes for each season and submit to the local newspaper for publication in the appropriate seasons.	CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	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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12. Steamed Baby Cauliflower	Food Preparation (FP) Recipe Concepts (RC)	<p>FP.7.3 Perform basic recipe actions using vegetables and moist (steam, water) heat.</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>KTE.7.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students measure volume and weight of all ingredients for Steamed Baby Cauliflower, <i>Emerils.com</i>, using the metric system. Review stove safety, and demonstrate how to use a steamer insert. Then provide cooking station teams the recipe to prepare the dish. Before enjoying, have students measure and weigh all ingredients again and compare to the weight and volume before cooking. Discuss why chefs need to anticipate such changes in food weight and volume.</p>	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	Use celery, lemon, garlic and/or cauliflower from the garden. Deliver compost to the garden. As you enjoy, trace ingredients back to their source.	<p>Classroom: First, make a prediction and then research what the cauliflower plant looks like throughout its life cycle.</p>	<p>CCSS.MATH.CON-TENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</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 7 | 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. Brainstorming Recipes for the Feast Around the World	Recipe Concepts (RC)	<p>RC.7.1 Compare and contrast recipes from various world cultures.</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>Cooking Concept Lesson: Explain that Grade 7 students become the event planners for the Middle School Feast Around the World. Have students apply what they learned from the Elementary School Feast to plan and prepare their own. Explain that after researching, they will assign countries and recipes to Grades 6 and 8. Assign each team a region of the world and show that region on the world map. Put out various cookbooks, such as Emeril's <i>There's a Chef in My World!</i> or online recipe resources such as <i>Emerils.com</i> and have student teams begin to explore, brainstorming recipes from countries representing their region of the world.</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	<p>During this kitchen lesson, have students walk around the garden and brainstorm how to incorporate abundant produce into their recipes.</p>	<p>Classroom: Read selections from <i>What the World Eats</i> by Faith D'Aluisio and Peter Menzel.</p>	<p>Social Studies: Geography, Cultural Traditions, Diversity and Community.</p>	<p>National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>

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
14. Selecting Recipes for the Feast Around the World	Menu Development (MD)	<p>MD.7.1 Demonstrate ability to develop and plan large event using world culture theme.</p> <p>HC.7.3 Relate seasonality to availability of ingredients.</p>	<p>Cooking Concept Lesson: In teams, have students select dishes from the region of the world they are researching that can feature local produce in abundance, and that can be scaled up to provide a small taste to all of the middle school students and their families. Explain how, and then have them work together to scale the recipe appropriately. Create a required list of ingredients. Have them reference the Kitchen Tools and Behaviors list to determine what dishes can be prepared by which classes (Grade 6, 7, or 8). Note that they can choose more than one dish to be prepared by the same grade, particularly if there is more than one class at that grade level. For example, one Grade 6 class might make Tabbouleh, and another might make Kabobs. Have students elect dishes for Grade 7 that can be prepared a week in advance, such as refrigerated pickles, popsicles, dehydrated fruit, or the like.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Work with students to modify recipes to incorporate as much produce as possible from the garden.	<p>Classroom: Collect data on the taste tests implemented with the students in Lesson #11: Vegetable Frittata.</p>	<p>CCSS.MATH.CONTENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>

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15. Community Support for the Feast Around the World	Menu Development (MD)	MD.7.1 Demonstrate ability to develop and plan large event using world culture theme. HC.7.3 Relate seasonality to availability of ingredients.	Cooking Concept Lesson: Engage teams in brainstorming ingredients and other supplies (i.e. decorations, beverages, etc) for their Feast that they might be able to get donated. Have each student explore community engagement and support by writing a letter to a business requesting support and explaining the social and nutritional benefits of the Feast Around the World.	PLS.6 Students actively seek creative and resourceful solutions.	Have students include photos or illustrations of their garden in their donation request and thank you letters.	Community: Work with school staff and parents to identify resources within the extended school community that may want to be involved.	CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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16. Planning for the Feast Around the World	Menu Development (MD)	<p>MD.7.1 Demonstrate ability to develop and plan large event using world culture theme.</p> <p>BP.7.2 Understand simple profit and loss balance sheet for event.</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>	Cooking Concept Lesson: Explain how and then have student teams turn their required lists of ingredients into a food order and attach prices to each item to determine the cost of their dish.	PLS.5 Students develop the ability to make informed and responsible decisions.	During this kitchen lesson, have students visit the garden to determine which ingredients they can harvest and what they will need to purchase.	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 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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17. Cooking for the Feast Around the World	Recipe Concepts (RC)	<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>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>Cooking Lesson: Have student teams work together to prepare their dish for the Feast Around the World. This should be something that they can store for a week, such as a dehydrated fruit, popsicles, refrigerator pickles, or the like. Discuss how processing affects nutrients in food.</p>	<p>PLS.6 Students actively seek creative and resourceful solutions.</p>	Use produce from the garden. Deliver compost to the garden. As you prepare the food, trace ingredients back to their source.	<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 help students prepare a favorite recipe from the region.</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>

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18. Preparing for the Feast Around the World	Business Planning (BP)	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.	Cooking Concept Lesson: While students in Grades 6 and 8 cook for the Feast Around the World, have students in Grade 7 work on the remaining event details, including: welcoming in community partners, decorating, making informational signs, and the like.	PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.	Use flowers from the garden for bouquets. If hosting the event in the garden, prepare the site for the Feast.	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 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Middle School Feast Around the World!