

GRADE 8 | *Kitchen*



SCOPE & SEQUENCE



GRADE 8 STANDARDS


At the end of Grade 8, students will be able to:

- Demonstrate mastery of culinary flavors and textures, recipe concepts, food preparation, menu development, and health concepts.
- Demonstrate the ability to modify recipes independently and incorporate seasonal ingredients and spices when available.
- Demonstrate understanding and articulate the relationship between soil, food, and health.
- Demonstrate knowledge of basic business planning to market and sell a food related product.
- Demonstrate knowledge and identify appropriate cooking methods to meet dietary and health needs.
- Demonstrate ability to create a dish using flavors and textures from other cultures.
- Demonstrate knowledge of complex menu development using several cooking methods and ingredient substitutions.



GRADE 8 | 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.8.3 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p>	<p>Cooking Concept Lesson: Have students share names and explore kitchen agreements together created in Grade 7 Lesson #1: Welcome to the Kitchen, asking for any suggested updates. Review Personal and Community Life Skills. Then have students elaborate, practicing these skills and agreements together as they look through cookbooks or online recipes at <i>Emerils.com</i> to brainstorm possible dishes that would fit into a dinner menu that incorporates a variety of taste sensations and cultural traditions. For homework, have students create their Grade 8 cooking journals to record every dish they prepare this year using Cook's Notes. Then instruct students to record every dinner they eat for the next few weeks.</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>	Challenge students to find dinner recipes that feature produce that's in abundance in the garden.	Community: Visit a local bookstore and explore the variety of cookbooks available.	Social Studies: Geography, Cultural Traditions, Diversity and Community.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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<p>2. Preparing the Product for Our Business</p> 	<p>Recipe Concepts (RC)</p>	<p>RC.8.1 Convert recipes from US customary into metric standards and vice versa.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Find a recipe for the product this class decided to make and sell in Grade 7 Garden Lesson #9: Planning Our Business, Part 1. Have teams work together to scale up the recipe to make the desired quantity based on their business plan. Review any relevant food safety and handling methods, and then have them prepare their product.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	<p>In this kitchen lesson, students are preparing a product they planned throughout Grade 7 garden lessons and planted for in Grade 7 Garden Lesson #14: Planting for Our Business.</p>	<p>Classroom: Use a variety of mathematical methods to determine desired quantity and to scale recipes. Then use equations to check work.</p>	<p>CCSS.MATH.CONTENT.8.EE.C.8.C Solve real-world and mathematical problems leading to two linear equations in two variables.</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. Planning a Dinner Menu</p>	<p>Culinary Flavors and Textures (CFT)</p>	<p>CFT.8.1 Utilize taste sensations: sweet, sour, bitter, and salty in a dinner menu.</p> <p>CFT.8.2 Identify three foods for each taste sensation—include cultural connections.</p> <p>CFT.8.3 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p>	<p>Cooking Concept Lesson: Have student teams explore recipes brainstormed in Lesson #1: Welcome to the Kitchen! and explain how to plan a dinner menu, including an appetizer, an entrée, and a side, that incorporates a variety of taste sensations and cultural traditions in a palatable combination. Have teams work on this together, making ingredient lists, highlighting opportunities to select and modify recipes to maximize produce from the garden.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>During this kitchen lesson, walk the garden together and list abundant produce. Have students look for recipes that feature produce they have in abundance in the garden.</p>	<p>Community: Ask a local chef what is on their ingredient list for his/her restaurant this week.</p>	<p>CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</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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4. Preparing Dinners 	Food Preparation (FP)	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>CFT.8.1 Utilize taste sensations: sweet sour, bitter, and salty in a dinner menu.</p> <p>CFT.8.2 Identify three foods for each taste sensation—include cultural connections.</p> <p>CFT.8.3 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Provide student teams time and guidance to prepare the dinners they selected in Lesson #3: Planning a Dinner Menu that incorporate a variety of taste sensations and cultural traditions. Then have each student taste a small sample of each dinner and provide specific feedback including positive elements and suggestions for improvements. Have students record Cook's Notes in their journals.</p> 	PLS.6 Students actively seek creative and resourceful solutions.	Help students incorporate produce from the garden. Deliver compost to the garden. As they enjoy, trace ingredients back to their source.	Community: Read a variety of professional restaurant reviews and explore descriptive language used.	Social Studies: Geography, Cultural Traditions, Diversity and Community.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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<p>5. Fats and Simple Carbohydrates</p>	<p>Health Concepts (HC)</p>	<p>HC.8.4 Demonstrate understanding of how the body uses fats and carbohydrates.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p>	<p>Cooking Concept Lesson: Have students record and look at their records of dinners eaten from this week and categorize all of the food groups represented. Then discuss the role of fats and simple carbohydrates in the diet; how the body uses these foods; the risks of eating too much of these foods; and how to know how much of these food groups is okay to eat.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p>	<p>During this lesson, discuss the use of minimal fats and/or simple carbohydrates (sugars) as one way to enhance the flavors of fresh garden produce (for example, cooking greens in oil or bacon drippings; adding sugar to winter squash; etc).</p>	<p>Community: Create materials explaining the role of fats and simple carbohydrates in an easy to understand, factual way.</p>	<p>NGSS Science and Engineering Practice: Analyzing and Interpreting Data.</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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6. Cooking Beans	Food Preparation (FP)	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>FP.8.3 Summarize benefits of different cooking techniques for retaining nutrients.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Divide into teams and have teams cook: Black Eyed Peas, Cannellini Beans, and Black Beans. While beans are cooking, have students look at recipes for for Black-Eyed Pea Salad, Cannellini Bean Salad with Parsley Pesto, and Gallo Pinto, all at Emerils.com. Challenge them to find and record similarities and differences between each recipe. Discuss the benefits of certain cooking techniques for preserving nutrients. Freeze cooked beans for future use in recipes.</p>	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	Harvest and use beans and peas planted by students in Grade 7 Garden Lesson #17: Interdependence. Deliver compost to the garden.	<p>Community: Look at local restaurant menus for different uses of beans.</p>	<p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</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 8 | 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. Bean Dishes 	Food Preparation (FP)	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Have student teams each prepare one of the following recipes: Black Eyed Pea Salad, Cannellini Bean Salad with Parsley Pesto, and Gallo Pinto, all at Emerils.com. As students enjoy all three salads, share the regional and cultural traditions represented in the dishes, and have students recall the nutritional benefits of beans and other produce in the dishes.</p>	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	Use beans, peas, and produce from the garden. Deliver compost to the garden. Trace ingredients to their source.	<p>Classroom: Explore the history and use of idioms that use the word beans like “spill the beans.”</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>

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8. My Food Cart, Part 1	Business Planning (BP)	<p>BP.8.1 Create a business plan to bring a food related product to market.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p>	<p>Cooking Concept Lesson: Individually or in pairs, have students begin to explore ideas for a hypothetical food cart with a world culture theme. Their plans should include healthy menu options for each season.</p>	<p>PLS.6 Students actively seek creative and resourceful solutions.</p>	<p>During this lesson, have students work together to recall what is in abundance in their garden each season. Have them use this list to guide their menu ideas for each season.</p>	<p>BAM! Box: Have students work with family or community to build 3D models of their food businesses, including a food prep area, a seating area, physical design, signage, and the like.</p>	<p>Social Studies: Economics.</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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<p>9. My Food Cart, Part 2</p>	<p>Menu Development (MD)</p> <p>Health Concepts (HC)</p>	<p>MD.8.2 Create a planting list for a farm or garden to grow.</p> <p>HC.8.1 Design a seasonal menu plan that reflects the foods grown in your bio-region/state.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p>	<p>Cooking Concept Lesson: Have students elaborate on their learning from previous business planning and gardening lessons to create a planting list for a farm or garden to support their hypothetical food cart.</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>Start this lesson by having students recall times in the garden when they ended up with more of or less than a crop than they expected. Discuss ways to best estimate yield.</p>	<p>Community: Ask a local landscaper or farmer for advice on creating a planting list.</p>	<p>Social Studies: Economics.</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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<p>10. My Food Cart, Part 3 </p>	<p>Menu Development (MD)</p>	<p>MD.8.1 Create a menu using world culture theme.</p> <p>CFT.8.3 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.</p> <p>HC.8.1 Design a seasonal menu plan that reflects the foods grown in your bio-region/state.</p> <p>HE.8.1 Design and produce a week of healthy and seasonal recipes and meals on a budget using a world culture.</p>	<p>Cooking Concept Lesson: Engage students by looking at a variety of menus from local restaurants and food businesses. Then explore what qualities make a cohesive, diverse, high quality menu. Explain elements such as a central theme connecting to a world culture, dishes that feature local, seasonal ingredients, and a variety of dishes to accommodate many diets, appetites, price ranges, and ages. Have students elaborate on their understanding by designing their own fall and spring menus, using the Menu Planning Worksheet, for their hypothetical food cart.</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	<p>Have students work together to recall what's in abundance in their garden each season. Have them use this list to guide their menu ideas for each season.</p>	<p>Community: Explore a variety of menus from your local restaurants.</p>	<p>Social Studies: Economics, Geography, Cultural Traditions, Diversity and Community.</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. Profit and Loss for My Food Cart	Business Planning (BP)	<p>BP.8.2 Create basic Profit/Loss for business.</p> <p>HE.8.2 Explain cost and health benefit of farm to table.</p>	<p>Cooking Concept Lesson: Have students elaborate upon their business skills from previous lessons to develop a basic profit/loss sheet for their hypothetical food carts, projecting expenses, sales, and thus projected profits or losses.</p>	<p>PLS.5 Students develop the ability to make informed and responsible decisions.</p>	<p>During this kitchen lesson discuss expenses in a garden setting including soil, water, seeds/plants and time/work.</p>	<p>Community: Ask volunteers from a local bank to review basic profit/loss sheets and give advice.</p>	<p>Social Studies: Economics.</p> <p>CCSS.MATH.CONTENT.8.EE.C.8.C Solve real-world and mathematical problems leading to two linear equations in two variables.</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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12. Food Business Plan Presentations	Health Concepts (HC) Business Planning (BP)	<p>HC.8.1 Design a seasonal menu plan that reflects the foods grown in your bio-region/state.</p> <p>HC.8.3 Describe seasonality and name ingredients that are grown in different seasons.</p> <p>BP.8.1 Create a business plan to bring a food related product to market.</p>	<p>Cooking Concept Lesson: Have students elaborate on their learning by presenting their hypothetical food cart seasonal menus to a panel of judges or to one another. This can be formatted like a science fair, in which each student has a poster, and judges walk through to talk with the students and then judge their designs based on specific criteria. Have judges or classmates vote on one or more dishes from one business for class to produce together in Lesson #13: Preparing a Dish from Our Food Cart.</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>During this lesson, have students explain with reason the connection between what is growing in the garden in abundance and the seasonal menu items.</p>	<p>Community: Invite community members and local experts to help judge.</p>	<p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</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>

GRADE 8 | 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. Preparing a Dish from Our Food Cart 	Food Preparation (FP)	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>FP.8.3 Summarize benefits of different cooking techniques for retaining nutrients.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p>	<p>Cooking Lesson: Have students prepare dishes selected in Lesson #12: Food Business Plan Presentations. Have them research the nutritional value of their dishes before and after cooking, and present each dish to the class before enjoying.</p>	<p>PLS.6 Students actively seek creative and resourceful solutions.</p>	Have students modify recipes to maximize use of produce from the garden. Deliver compost to the garden. Trace ingredients to their source.	<p>Community: Invite in a food business leader from your community to enjoy the dishes and give feedback on the business plans and dishes.</p>	<p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</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>14. Healthy Soil = Healthy Food = Healthy People</p>	<p>Health Concepts (HC)</p>	<p>HC.8.2. Understand and articulate the relationship between healthy soil, healthy foods, and healthy bodies.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>FP.8.3 Summarize benefits of different cooking techniques for retaining nutrients.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p>	<p>Cooking Lesson: Explain to students that plants produce vitamins and absorb minerals from the soil. Harvest something in abundance in the garden and prepare it together. As you enjoy together, research and discuss the vitamins and minerals in the dish and how each supports overall health. Put food waste in the compost, and discuss how this returns minerals to the soil for new plants.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Follow this activity with a visit to the garden to “thank” the soil by building compost, adding it into a bed, and/or writing it a thank you letter.</p>	<p>Classroom: Have students create skits or videos to share with younger grades helping make the connection between healthy soil, healthy plants, and healthy people.</p>	<p>CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</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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<p>15. Pita Bread</p> 	<p>Health Concepts (HC)</p> <p>Food Preparation (FP)</p>	<p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>HC.6.6 Demonstrate knowledge of whole foods, minimally processed foods and processed foods.</p> <p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>FP.8.3 Summarize benefits of different cooking techniques for retaining nutrients.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Demonstrate how to use a hand-held and standing mixer. Provide students with recipe and have them prepare Pita Bread, Emerils.com. As bread is baking, review the role of grains in the diet and the health benefits of whole grains. Discuss how to modify grain-based recipes to use more whole grains, for example by replacing half of white flour with whole wheat flour.</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>If you have extra wheat growing in the garden (planted in Grade 3 Garden Lesson #18: Planting Wheat for Next Year's Grade 3 Class), thresh, winnow, grind, and incorporate it with students. As you enjoy the bread, trace each ingredient back to its source.</p>	<p>Classroom: Research other flatbreads from around the world.</p>	<p>NGSS Science and Engineering Practice: Engaging in Argument from Evidence.</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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16. Egg Drop Soup	Recipe Concepts (RC)	<p>RC.8.1 Convert recipes from US customary into metric standards and vice versa.</p> <p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>KTE.8.1-3 Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Give students the recipe for Egg Drop Soup, <i>There's a Chef in My World!</i> Explain that this is a household staple in China. Explain the difference between US customary and metric measurement systems, including where each is used. Have students brainstorm the pros and cons of each system. Have students convert the recipe into metric units and then follow the recipe using metric measurements to prepare the recipe. As students enjoy, have them share out the nutritional value of the ingredients they added.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>In Garden Lesson #16: Installing Our Gift to the Garden, have students convert garden measurements (such as length or area of beds) into metric units.</p>	<p>Classroom: Have students share different mathematical strategies used to convert recipes from customary US and metric systems.</p>	<p>CCSS.MATH.CONTENT.8.EE.C.8.C Solve real-world and mathematical problems leading to two linear equations in two variables.</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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17. Researching for the Feast Around the World	Health Concepts (HC)	HC.8.6 Reflect on personal and communal eating in terms of daily habits and celebrations.	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore the country of origin for the dish(es) the Grade 7 class has assigned them. Have students research different aspects of life in this country, including celebrations, customs, and the like. Have them learn about traditional dishes for daily life and special celebrations in that region. Then have them elaborate on their learning by preparing to present on their country in the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	In this kitchen lesson, have students identify crops in your school garden that reflect the region students are studying.	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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18. Preparing Food for the Feast Around the World	Food Preparation (FP)	<p>FP.8.1 Demonstrate mastery of skill and knowledge of safe food handling practices.</p> <p>FP.8.2 Demonstrate mastery of a variety of cooking techniques.</p> <p>HC.8.5 Analyze a recipe for nutritional values.</p> <p>RC.8.2 Follow and modify a recipe independently to include seasonal ingredients.</p> <p>KTE.8.1-3. Kitchen Tools and Equipment.</p>	<p>Cooking Lesson: Have students prepare their dishes for the Feast Around the World, modifying as appropriate to maximize the use of local, seasonal produce that is in abundance. Work together to analyze the recipes for nutritional values. If time allows, conduct a brief kitchen reflection, allowing students to share life lessons learned in the kitchen.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	<p>Incorporate produce from the garden. Deliver compost to the garden. Trace ingredients back to their source.</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>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>
<i>Middle School <u>Feast Around the World!</u></i>								