

THE EDIBLE SCHOOLYARD PROJECT

COOKING WITH CURIOSITY: UNIT FOUR INTRODUCTION

Summary: This unit serves as the culminating project and summative assessment for the curriculum. In the final project, students will demonstrate their newfound kitchen abilities by making a recipe of their choice and documenting their cooking process. This is an opportunity for students to practice what they have learned by making a dish that is meaningful for them. The end product that students will share includes a description, a recipe, a skill demonstration, a written or recorded reflection, and a photo essay.

Learning Objectives:

Students will...

- Research recipes and consider flavor combinations
- Practice reflective thinking and respond to reflection prompts
- Identify ingredients that are meaningful to them and use persuasive language to make a claim as to why they chose them
- Choose two ingredients that are important to them and create or select a recipe
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will document their cooking processes and demonstrate skills that they have practiced throughout the curriculum
- Track their progress towards a goal and assess the outcome

Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress.
- This unit serves as the culminating project and summative assessment of the curriculum. See the final project outline and teacher rubric for how to evaluate students.



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Additional Unit Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.
- This curriculum supports students to explore cooking freely. Therefore, we don't suggest evaluating students on the outcome of their cooking (e.g. did the bread rise well and bake evenly). Instead, we suggest using student responses to reflection prompts to gauge what students have learned from their experience.
- Some lesson plans are formatted as a fillable PDF so that students can answer the questions and return the document as if it were a worksheet. We recommend testing this functionality with your technology as it varies by device and operating system. If it does not work for you, consider using a google form or having students answer the questions in a new document and submitting their answers to you that way.



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SCOPE AND SEQUENCE: UNIT FOUR

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources
Week 13					
Five-Ingredient Recipe	4.1: Lesson One	30 minutes	<ul style="list-style-type: none">• What are different ways to find a recipe?	<ul style="list-style-type: none">• Research recipes and consider flavor combinations.• Further their understanding of the difference between precise recipes and flexible recipes.	
Your Ingredients	4.2: Lesson Two	30 minutes	<ul style="list-style-type: none">• What foods are meaningful to us?	<ul style="list-style-type: none">• Practice reflective thinking and responding.• Choose two ingredients that are important to them and create or select a recipe.	



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Weeks 14 and 15	
<u>Final Project: Recipes of Meaning</u>	
Time	<ul style="list-style-type: none"> • 3-6 hours. • Students will work on final projects independently and should be given at 1-2 weeks to work on their project.
Essential Questions	<ul style="list-style-type: none"> • What foods are meaningful to us? • How does reflecting on what we learn, practice and cook make us better chefs? How might cooking missteps or failures teach us to become better cooks? • What does it mean to be independent in the kitchen?
Learning Outcomes	<ul style="list-style-type: none"> • Make choices in the ingredients of their recipes and reflect on those selections. • Practice reflective thinking and responding. • Identify ingredients that are meaningful to them and use persuasive language to make a claim as to why they chose them. • Choose two ingredients that are important to them and create or select a recipe. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Students will document their cooking processes and demonstrate that they have practiced skills presented throughout the curriculum. • Track their progress towards a goal.
Additional Resources	<ul style="list-style-type: none"> • [TEACHER/STUDENT RESOURCE] Final Project Rubric
Week 16	
Final Presentations (optional)	
Learning Outcomes	<ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
Additional Resources	Suggested Platforms for Final Presentations: <ul style="list-style-type: none"> • [TEACHER RESOURCE] How To: Use Zoom • [TEACHER RESOURCE] How To: Use Padlet