

## The Edible Schoolyard Berkeley Standards

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| <b>1.0 In the Edible Schoolyard Program</b>   |
| Students' work with each other and teachers to develop community and personal stewardship, along with skills that will help them navigate different situations throughout their life.   |
| <b>1.0 Tools</b>  |
| ESY Students  |
| 1. Engage in structured groups to complete tasks and practice <b>teamwork</b> .   |
| 2. Make <b>positive contributions</b> to small group discussions.   |
| 3. <b>Communicate</b> relevant questions to classmates; build language and listening skills by practicing self-control, self-awareness, and noticing our impact on others.  |
| 4. Recognize the <b>right tool</b> for a job and clearly articulate reasons for choosing it.  |
| <b>2.0 Techniques</b>   |
| ESY Students  |
| 5. <b>Solve problems</b> by clearly identifying the challenge, posing questions, visualizing the end goal and identifying multiple solutions.   |
| 6. Routinely make <b>decisions</b> , and demonstrate increased self-awareness, confidence, empathy, and ability to respectfully challenge and debate others.  |
| 7. Follow a set of <b>rituals and routines</b> that help work go smoothly and develop into lifelong habits.   |
| <b>3.0 Concepts</b>   |
| ESY Students and Teachers   |
| 8. Create an atmosphere of cooperation and <b>unity</b> . We elevate the class experience for all by offering and receiving encouragement, and welcoming the ideas and contributions of others.   |
| 9.  |
| 10. Notice and appreciate <b>beauty</b> . We take ownership in pleasing and awakening our senses to communicate care and value, because beauty can deliver a message of optimism and expectation without saying a word.   |
| 11. Develop <b>confidence</b> by creating a supportive and stimulating middle school environment in which they can seek and test boundaries, begin to formulate value systems, and define their interests and talents. The kitchen and garden offer opportunities for students to explore their strengths while building skills for life. |
| 12. Understand <b>seasonality</b> by recognizing and enjoying foods at their peak of flavor and ripeness. Students know that locally sourced foods are good choices because they provide optimum freshness, support the local economy, and help offset global warming   |
| 13. Are mindful of <b>bio-diversity</b> as it pertains to the ecology of the garden, the development of food throughout history, and within our own faculty and student body. We explore the garden as an ecosystem and understand that embracing and preserving diversity builds a strong, healthy, and resilient planet.                |

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| 2.0 In the Kitchen Classroom   |  |   |
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| Throughout their years in the ESY kitchen, students develop a set of tools, techniques, and concepts to feed themselves nutritiously and deliciously, while increasing their awareness of the role of food in much wider environmental, economic, and historical contexts. |  |   |
| 1.0 Tools  |  |   |
| 6 <sup>th</sup> Grade Students   | 7 <sup>th</sup> Grade Students   | 8 <sup>th</sup> Grade Students  |
| 1. Identify <b>basic tools</b> at the ESY Cooking Station and use and care for them with guidance.   | 1. Use and care for tools and equipment at the ESY Cooking Station, and begin to choose the right tool for each.                                     | 1. Choose the right tool for each job at the ESY Cooking Station, anticipate steps of the recipe, and take initiative to cook independently.                                      |
| 2. Identify <b>measuring tools</b> from the ESY Toolbox and follow instructions to use and care for them.  | 2. Begin to select correct measuring tools from the ESY Toolbox and recognize the need for precision in measuring.                                   | 2. Select measuring tools from the ESY Toolbox to measure precisely and convert measurements.   |
| 3. Identify different <b>knives</b> from the ESY Toolbox and demonstrate basic knife skills, safety, and care with guidance.   | 3. Select correct knives from the ESY Toolbox. Refine knife skills by using different cuts and sizes while demonstrating knife safety and care.      | 3. Demonstrate mastery of knife skills, safety and care using knives from the ESY Toolbox.  |
| 2.0 Techniques   |  |   |
| 6 <sup>th</sup> Grade Students   | 7 <sup>th</sup> Grade Students   | 8 <sup>th</sup> Grade Students  |
| 4. Identify <b>ingredients</b> by name, and discuss them using descriptive words in conversation.  | 4. Understand the versatility of ingredients, and realize that certain ingredients are available in particular seasons.                              | 4. Demonstrate a working knowledge of ingredients, understand and explain seasonality, and identify which ingredients are grown in particular seasons.                            |
| 5. Use basic <b>techniques</b> as instructed, and refer to them by name in conversation.   | 5. Execute an increasing variety of techniques, begin to choose the correct technique for each job, and discuss reasons to use different techniques. | 5. Demonstrate mastery of a wide variety of cooking techniques, reliably choose the right technique for each job, and compare and contrast technique differences in conversation. |

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| 6. Read and follow <b>recipes</b> , and understand that some recipes are flexible and some are specific.  | 6. Read and follow recipes with increasing skill, begin to recognize when alterations or adjustments are possible, and improvise recipes when ingredients are provided. | 6. Read and follow recipes, customize recipes when alterations and adjustments are possible, and improvise recipes after choosing seasonal ingredients.                                |
| 7. <b>Taste</b> finished dishes and discuss their sensory observations using descriptive vocabulary.  | 7. Refine tasting skills and adjust seasoning, compare and contrast different recipes in conversation using more advanced descriptive vocabulary.                       | 7. Demonstrate mastery of tasting and seasoning skills based on sensory observations, identify and recreate flavors from different countries and cultures covered in previous lessons. |
| <b>3.0 Concepts</b>   |   |  |
| ESY Students and Teachers   |   |  |
| 8. Approach lessons with <b>intention</b> by thinking through how the recipe relates to the kitchen, garden, and wider environment as a whole.                        |   |  |
| 9. <b>Collaborate</b> to identify, choose, and complete jobs to execute recipes, and explain each individual contribution to the end result.                          |   |  |
| 10. Fully <b>engage their senses</b> and use descriptive vocabulary to discuss observations, situations, events, moods, and other subjects including and beyond food. |   |  |
| 11. Make connections between the diets of <b>historic cultures</b> and foods we eat today.  |   |  |

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| 3.0 In the Garden Classroom  |   |  |
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| Throughout their years in the ESY garden, students develop mastery of a set of tools, techniques and concepts that help them grow food and understand the natural environment around them. |   |  |
| 1.0 Tools  |   |  |
| 6 <sup>th</sup> Grade Students   | 7 <sup>th</sup> Grade Students  | 8 <sup>th</sup> Grade Students   |
| 1. Identify, begin to use, and care for <b>basic garden tools</b> .  | 1. Identify, use, care for, and begin to choose specific garden tools and equipment.  | 1. Identify, choose, use, and care for a wide variety of tools and equipment independently.  |
| 2. Identify, begin to use and care for <b>scientific measuring tools</b> in the garden.  | 2. Select, use, and care for scientific measuring tools in the garden.  | 2. Select, use, and care for scientific measuring tools in the garden, measure precisely and understand what results mean.   |
| 2.0 Techniques   |   |  |
| 6 <sup>th</sup> Grade Students   | 7 <sup>th</sup> Grade Students  | 8 <sup>th</sup> Grade Students   |
| 3. Identify layers and components of a compost pile; observe fungus, bacteria, and invertebrates in <b>decomposition</b> ; tend compost with guidance.                                     | 3. Know the ratio of ingredients needed for rapid decomposition in a compost pile; understand how fungus, bacteria, and invertebrates are part of decomposition; tend and sift compost and worm castings with increased independence. | 3. Build, tend, and sift a compost pile from start to finish independently, explain how fungus, bacteria and invertebrates are part of decomposition; identify that decomposition is occurring all around us all the time. |
| 4. <b>Harvest</b> and prepare crops with guidance, recognize the relationship between the kitchen and the garden, and learn the seed to table concept.                                     | 4. Harvest and prepare crops with increased independence; understand the seed to table concept, begin to recognize ripeness and understand seasonality.   | 4. Harvest and prepare crops independently; explain the seed to table concept, recognize ripeness and seasonality, and identify crops ready for harvest.   |
| 5. Observe the purpose of soil <b>cultivation</b> , identify necessary tools, and demonstrate their appropriate use with guidance.   | 5. Understand the purpose of soil cultivation, edge and turn beds with increased independence; recognize good soil structure; and assess when amendments are needed for soil.   | 5. Explain the purpose of soil cultivation, cultivate a bed independently from start to finish; explain the purpose and function of crop rotation.   |

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| <p>6. Sow seeds and transplant seedlings with guidance; observe that the greenhouse provides an optimal environment for plant <b>propagation</b>.</p>  | <p>6. Sow seeds and transplant seedlings with increased independence; graft plants and propagate cuttings with guidance; identify necessary ingredients for soil mixes; understand why the greenhouse provides an optimal environment for plant propagation.</p> | <p>6. Sow seeds and transplant seedlings independently; graft plants and propagate cuttings more independently; make soil mixes for sowing seeds and upsizing plants; explain why the greenhouse provides an optimal environment for plant propagation.</p> |
| <p><b>3.0 Concepts</b></p>   |  |   |
| <p>ESY Students and Teachers</p>   |  |   |
| <p>7. Use <b>observation and awareness</b> to explore, investigate and be inquisitive learners in the garden. The garden classroom provides the opportunity for students to tap into their inherent curiosity about the natural world, observe patterns and connections and understand cause and effect.</p> |  |   |
| <p>8. Understand that <b>soil is the lifeblood</b> and fertility of the garden: it is alive, diverse, and deserving of our care in cultivation and preservation.</p>   |  |   |
| <p>9. Recognize the garden as a habitat for pollinators, understand the <b>impact of pollination</b> on our food supply, develop appropriate responses to them, and consider the multitude of habitats throughout the garden.</p>  |  |   |
| <p>10. Acknowledge <b>water as a precious resource</b> that is intrinsic to all living organisms, explore methods of water conservation, and are encouraged to do the same in their own lives as well.</p>   |  |   |