

## Connecting with Curriculum

It is not difficult to connect cooking project to standard course of study curriculum. It just takes a little creativity. Here are some for the concepts, skills and goals children are working on.

### Kindergarten

- Exploring a variety of foods and beverages for good health, including those that are unfamiliar and culturally diverse
- Associate common foods with their origins
- Sharing something equally between two people, then explaining
- Working in small groups
- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)
- Count objects in a set.
- Estimate quantities fewer than or equal to 10.
- Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
- Compare geometric shapes (identify likenesses and differences).
- Sort and classify objects by one attribute
- Create and extend patterns with actions, words, and objects.
- Develop and use a vocabulary associated with the properties of materials: Color, Size, Shape, and Texture.
- Describe how objects look, feel, smell, taste, and sound using their own senses.
- Observe that objects can be described and sorted by their properties.
- Use new vocabulary in own speech and writing.
- Maintain conversation and discussions when attending to oral presentations.
- Taking turns expressing ideas and asking questions.
- Recognize that families and groups have similarities and differences.
- Compare and contrast customs of families in communities around the world.
- Describe the importance of rules and laws.
- Analyze classroom problems and suggest fair solutions.
- Evaluate how the lives of individuals and families of the past are different from what they are today.
- Explore how families express their cultures through celebrations, rituals, and traditions

### 1st grade

- Investigate the needs of a variety of different animals: Air, Water, Food, Shelter, and Space.
- Observe the ways in which humans are similar to other organisms.
- Identify local environments that support the needs of common North Carolina plants and animals.
- Discuss the wide variety of living things on Earth.

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- Classify solids according to their properties: Color, Texture, Shape (ability to roll or stack), and Ability to float or sink in water.
- Determine the properties of liquids: Color, Ability to float or sink in water, Tendency to flow.
- Observe mixtures including: Solids with solids, Liquids with liquids, Solids with liquids.
- Summarizing the benefits of eating a variety of whole grains, vegetables, fruits, and low-fat dairy products
- Counting and comparing numbers
- Estimating quantities
- Developing single-digit addition and subtraction skills
- Telling time at the hour and half hour
- Sort and classify objects by two attributes.
- Basic geometric shapes
- Count syllables in a word.
- Change the beginning, middle, and ending sounds to produce new words.
- Create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).
- Compare and contrast similarities and differences among individuals and families.
- Explore the benefits of diversity in the United States.
- Participate in democratic decision-making.
- Recognize the need for rules in different settings.
- Identify the need for fairness in rules by individuals and by people in authority.
- Predict consequences that may result from responsible and irresponsible actions.

### 2<sup>nd</sup> grade

- Identify three states of matter: Solid, Liquid, and Gas.
- Observe changes in state due to heating and cooling of common materials.
- Explain how heat is produced and can move from one material or object to another.
- Show that solids, liquids and gases can be characterized by their properties.
- Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.
- Observe that a new material is made by combining two or more materials with properties different from the original material.
- Learning about the benefits of healthy eating
- Comparing fractions (halves, thirds, fourths) using models.
- Estimating and measure using appropriate units.
- Observing changes in state due to heating and cooling of common materials.
- Addition and subtraction of multi-digit numbers
- Patterns
- Line plots, tallies
- Define and recognize odd and even numbers.

### 3<sup>rd</sup> grade

- Analyzing what it means to be healthy

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- Learning how to plan meals and snacks using appropriate portion sizes
- Representing fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).
- Multiplication and division
- Estimate and measure using appropriate units: Capacity (cups, pints, quarts, gallons, liters), Length (miles, kilometers), Mass (ounces, pounds, grams, kilograms), Temperature (Fahrenheit, Celsius).
- Listen actively by: facing the speaker, making eye contact, asking questions to clarify the message, asking questions to gain additional information and ideas.
- Read aloud grade-appropriate text with fluency, comprehension, and expression.
- Use oral and written language to: present information in a sequenced, logical manner, discuss, sustain conversation on a topic, share information and ideas, recount or narrate, answer open-ended questions, report information on a topic, explain own learning.

### **4<sup>th</sup> grade**

- Distinguishing between healthy and unhealthy eating patterns
- Problem solving by estimation
- Explaining why organisms (people) require energy to live and grow.
- Showing how calories can be used to compare the chemical energy of different foods.
- Discussing how foods provide both energy and nutrients for living organisms.
- Identifying starches and sugars as carbohydrates.
- Determining that foods are made up of a variety of components
- Multiplication and division of multi-digit numbers
- Perimeter and area
- Line graphs
- Interact with the text before, during, and after reading, listening, and viewing by: setting a purpose using prior knowledge and text information, making predictions, formulating questions, locating relevant information, making connections with previous experiences, information, and ideas.
- Listen actively by: asking questions, paraphrasing what was said, interpreting speaker's verbal and non-verbal messages, interpreting speaker's purposes and/or intent.
- Describe the similarities and differences among people of North Carolina, past and present.

### **5<sup>th</sup> grade**

- Recognize the social significance of food in families and cultures
- Problem solving by estimation
- Bar graphs and stem-and-leaf plots
- Perimeter and area
- Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).
- Investigate the water cycle including the processes of: Evaporation, Condensation, Precipitation, and Run-off.

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- Interact with the text before, during, and after reading, listening, and viewing by: making predictions, formulating questions, supporting answers from textual information, previous experience, and/or other sources, drawing on personal, literary, and cultural understandings, seeking additional information, and making connections with previous experiences, information, and ideas.
- Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and ideas presented, evaluating information and ideas, making inferences and drawing conclusions and making judgments.
- Make informed judgments about: bias, propaganda, stereotyping, media techniques.
- Use oral and written language to: formulate hypotheses, evaluate information and ideas, present and support arguments, influence the thinking of others.